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ABSTRACT

The state of vocational education and training (VET) in Australia in 1997 was evaluated by collecting data on the following key performance measures: participation and achievement in VET; employer views on VET; student outcomes from VET; VET's benefits for particular client groups (females, people from rural and remote areas, indigenous Australians, people from non-English speaking backgrounds, and disabled people); and public investment in training Australians. The data were analyzed within the context of information about Australia's economy and labor market. It was discovered that, in 1997, nearly 1.5 million Australian students (68,000 more than in 1996) participated in VET programs delivered through public funds combined with fee-for-service provision through public providers. More than three-fourths of participants undertook VET through technical and further education (TAFE) institutions. Expenditures on VET in Australia in 1997 were estimated at more than $8 billion, with governments and enterprises each providing 45% of that amount and individual investments accounting for the remaining 10%. Although employer, student, and graduate satisfaction with VET and TAFE was high, several areas of additional improvements in VET and TAFE delivery were identified. (Appended are additional technical data and notes on the data collection and adjustment processes used. Also included are 107 tables/figures.) (MN)

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1997 Annual National Report

Volume 3

AUSTRALIAN NATIONAL TRAINING AUTHORITY

2

Measuring the performance of Australia's vocational education & training system

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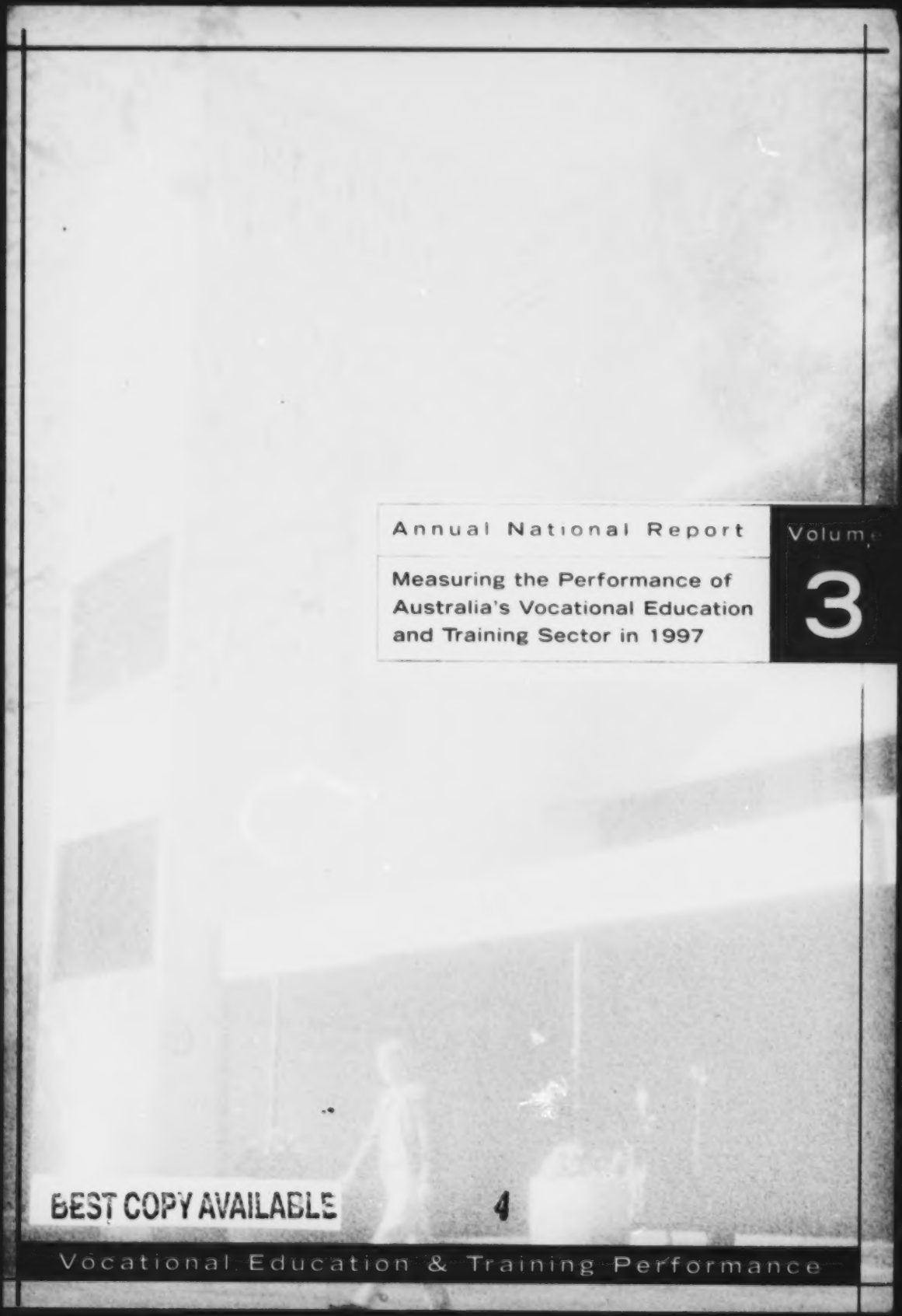

Annual National Report

Volume 3

Measuring the Performance of Australia's Vocational Education and Training Sector in 1997

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Executive Summary

VOCATIONAL EDUCATION AND TRAINING IN 1997

In 1997, vocational education and training (VET) in Australia is a large and diverse activity, encompassing at its widest scope all vocational education and training undertaken within institutions of training, enterprises, through online and flexible delivery pathways, and funded both publicly and privately. This report focuses on the performance of VET providers in receipt of public funds.

Participants in vocational education and training in 1997 include young people seeking to acquire skills to enter the labour market as well as adults pursuing new career paths and workers seeking to upgrade their existing skills. Whilst participation levels in 1997 have remained relatively stable since 1995, the number of apprentices and trainees, collectively now known as 'New Apprentices', continued to increase in 1997, albeit most significantly in older age groups.

Employer satisfaction with the services provided by vocational education and training providers remains high with approximately three quarters of surveyed employers expressing satisfaction with the VET system, although levels of satisfaction vary across different industry types and sectors. Similarly, in 1997 an increasing proportion of employers are in agreement that the VET system is providing graduates with skills appropriate to employers' needs.

In 1997, the employment outcomes of graduates from vocational education and training remains positive with almost three quarters of surveyed graduates advising that they were in employment after completion of their studies. Furthermore, of those who were unemployed prior to the commencement of their vocational education and training program, almost half were in employment after graduation.

The participation, achievement and outcomes of equity client groups continues to merit attention. Although some positive results have been achieved, a continuing emphasis to improve outcomes for people from these client groups is warranted.

The quality and comparability of performance data reported in 1997 continues to improve over previous years. Time series comparisons are becoming increasingly available and the report considers and assesses such information where possible.

INTERPRETING KEY PERFORMANCE MEASURES

The measures considered in this report generally provide summary information only and are therefore often only a starting point for further analysis at the State/Territory level. The reasons for any differences in performance need to be considered at the local level and may relate as much to the essential characteristics and features of a region or provider as they do to any other factor.

HIGHLIGHTS IN 1997

In 1997:

- Almost 1.5 million students were participating in vocational education and training programs delivered through public funds combined with fee for service provision through public providers. Growth of 68,000 above 1996 levels has been estimated.
- More than three quarters of participants undertook vocational education and training through TAFE institutions, while growing proportions were enrolled with other registered training organisations.
- Total expenditure on vocational education and training in Australia is estimated to amount to more than $8 billion with 45% being expended equally by both governments and enterprises. The remaining 10% was invested by individuals.

AREAS OF ACHIEVEMENT

- Whilst numbers in vocational education and training continued to increase, national participation rates were maintained at approximately 10%, and national pass and completion rates also maintained.
- The level of unmet demand for a place in vocational education and training declined during 1997, representing 3.3% of all people who participated in vocational education and training during 1997.
- 78% of employers who responded to the 1997 Employer Satisfaction Survey expressed satisfaction with vocational education and training, while an increasing proportion of employers (65%) believed that the vocational education and training sector was providing graduates with skills that were appropriate to employers' needs.
- Almost 50% of TAFE graduates who responded to the 1997 Graduate Destination Survey and were unemployed prior to the commencement of their vocational education and training program, were in employment after graduation.
- 75% of TAFE graduates who had nominated a vocational objective as the main reason for undertaking vocational education and training believed that the completion of their course had wholly or partly helped them to achieve their objective.
- The participation rates of indigenous Australians and people from a non-English speaking background was equal to or above their proportional representation in the general community.
- The national unit cost of government funded vocational education and training provision was $11.4, a reduction of $0.4 over 1996 levels.

AREAS FOR IMPROVEMENT

- The achievement of the Finn Target for participation and attainment of 19 year olds in post-compulsory education and training is at risk if the current trend persists.
- The participation of indigenous Australians in vocational education and training is skewed toward lower level programs with 28% of all such people enrolled in programs below AQF Certificate III.
- Women participating in vocational education and training remain under represented in trade certificate programs and dominate enrolments in non-award programs.
- The participation, achievement and outcomes of people with a disability remains markedly below that attained by other people.
- While the cost per successful module completion from all training programs declined marginally in 1997, the cost per successful module completion in government funded training only, increased over 1996 levels.

Annual National Report 1997

Background

Part A

1. Introduction

This report considers the performance of Australia's vocational education and training sector in 1997. It was commissioned by the Board of the Australian National Training Authority (ANTA) through its Performance Review Committee. It is the third national performance measurement report on the vocational education and training sector. Time series trends in performance are considered where information is available.

As with government-involved services generally, the vocational education and training sector, through its agencies at State, Territory and Commonwealth levels, has moved increasingly to improve performance and to demonstrate accountability through monitoring and reporting of performance against Key Performance Measures. With some $2.9 billion[1] of public funds being allocated by Commonwealth and State/Territory governments in 1997 specifically for vocational education and training activities, the need for performance measures is undisputed. Equally important is the need to develop and apply performance measures that contribute toward quality improvement activity in Australia's vocational education and training system. The availability of consistent and comparable data to support the agreed performance measures is also considered of paramount importance.

The Ministerial Council responsible for vocational education and training (MINCO) endorsed an initial set of key performance measures (KPMs) in 1994 that included enrolments, training hours, completions and expenditure. Measures of employer satisfaction and the destinations of graduates were added to the initial set of KPMs in 1995. Comprehensive improvements to vocational education and training statistics have progressively been made to the point where the sector can now have considerable confidence in the quality of the base data used in this report.

Outputs measures remain the weakest aspect when reporting the sector's performance. The sector has come to rely on measures of hours of training as a proxy for outputs, in the absence of proper measures. This approach has always been problematic and reliance on this method has become increasingly unsatisfactory with the shift to more flexible and diverse pathways in the delivery of vocational education and training. More recently, the sector has also relied on the module and module completion rate as a partial measure of outputs.

Against this background, in 1997, the Performance Review Committee was charged with the identification of longer term key performance measures against agreed national objectives for vocational education and training. In May 1997, Ministers for vocational education and training gave in principle approval to a set of four objectives against which the PRC developed a set of seven key performance measures. Since this time, a fifth objective has been added - "Increasing investment in training". The Performance Review Committee plans to review the key performance measures by the end of 1998 in the light of the agreed fifth objective.

The graphic on the facing page shows the five objectives for vocational education and training, lists the seven key performance measures endorsed by Ministers, and describes those aspects of the vocational education and training system that they assess.

[1] ANTA Agreement Government Funds as reported in Directions and Resource Allocations for 1997, Table 5-4. Additional government funding of approximately $900m is not included in this figure as it represents specific purpose funding additionally committed by governments to support, for example, labour market and adult migrant programs.

OBJECTIVES FOR VET	KPIS FOR VET	WHAT THEY MEASURE
1. Enhancing mobility in the labour market	1. Skill outputs produced annually within the domain of formally recognised VET	Contribution of VET System to Australia's skills pool and to labour mobility
2. Equipping Australians for the world of work	2. Stocks of VET skills against desired levels 3. Employers' views on the relevance of skills acquired through VET 4. Student employment outcomes and prospects before and after participation in VET	Size of Australia's VET skills pool and how well industry needs and those of the economy are being met by the VET system Relevance of training in the workplace Employment outcomes for students
3. Achieving equitable outcomes in VET	5. VET participation, outputs and outcomes achieved by client groups	How well the VET system is servicing particular groups in the Australian community
4. Maximising the value of public VET expenditure	6. (Actual) public expenditure per publicly funded output 7. (Actual) public expenditure per total recognised output	Efficiency of public dollar usage to generate skill output Extent to which public funds leverage private investments in training
5. Increasing investment in training	8. A Key Performance Measure is to be developed against this objective	

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The move recommended by the PRC toward greater emphasis on comprehensive measures of outputs and outcomes from the vocational education and training system, rather than a continued emphasis on activity and inputs, has been embraced by the sector. The new key performance measures will be used to monitor overall progress of the agreed National Strategy for Vocational Education and Training 1998-2003. The new measures also underpin the National Training Framework that is currently being implemented to streamline the regulation of vocational education and training provision and delivery, encourage flexibility and diversity, and increase the focus on quality assuring training outputs in terms of specified units of competency and qualifications.

The suite of key performance measures are a mix of new and enhanced, existing measures. The new output measures will require further work prior to implementation, while the existing outcome measures will be extended to improve data coverage. This report, therefore, is aligned as far as is possible with the reporting requirements specified in the measures agreed by Ministers and the Performance Review Committee (eg. by including the views of employers; employment outcomes for students; and participation, outputs and outcomes for equity groups), but also necessarily includes information on pre-existing measures where new measures have yet to be fully developed (eg. outputs measures). Full reporting against the suite of new measures will be possible after the Year 2000, when enhanced measurement methodologies will have been fully implemented.

REPORT STRUCTURE

The report comprises three parts.

Part A considers the context of vocational education and training in Australia and sets the scene for measuring the performance of the sector.

Part B provides a detailed analysis of the key performance measures themselves, namely:

- participation and achievement in vocational education and training
- what employers think about vocational education and training
- what students get out of vocational education and training
- what vocational education and training provides for particular client groups
- the public investment in training Australians, in terms of:
  - unit costs
  - actual and planned student load, and
  - annual hours curriculum per 1000 population.

Part C contains an appendix of technical notes and detail on specific issues that arise in relation to the use of data and the application of calculations/adjustments necessary to enhance the comparability and consistency of data.

2. Vocational Education and Training in Australia

THE VOCATIONAL EDUCATION AND TRAINING SECTOR

The composition of the vocational education and training sector in Australia is considered in this part of the report to provide a context for the information on key performance measures contained in the rest of the report.

This chapter describes the size and diversity of the vocational education and training sector in Australia, including annual expenditure on vocational education and training; who provides funding for vocational education and training; the diversity of providers delivering vocational education and training; and the number of clients who participate, the time they spend in training and at what level they enrol.

SIZE AND COMPOSITION OF THE VOCATIONAL EDUCATION AND TRAINING SECTOR

The vocational education and training sector in Australia is large and diverse, encompassing at its widest scope all vocational education and training undertaken within institutions of training, enterprises, through online and flexible delivery pathways, and funded both publicly and privately.

An estimate of the size and composition of the vocational education and training sector is provided by analysing yearly revenue and expenditure data of training provider groups.

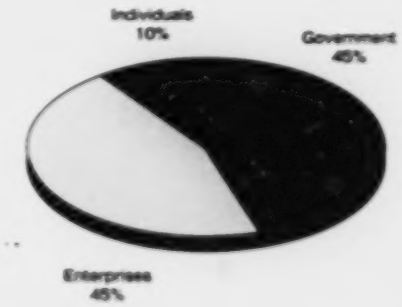
Figure 2.1 identifies the relative contribution to vocational education and training activity in Australia by funding source. Of the estimated $8 billion expended annually on vocational education and training in Australia, governments and enterprise each contribute 45%, while individuals invest the remaining 10%. (For an explanation of the derivation of these estimates, refer to the additional notes chapter).

Figure 2.2 shows the distribution of vocational education and training expenditure in Australia by provider type. Publicly funded institutions (including TAFE, ACE and VET in schools) account for the largest component of expenditure (49%).

The data in Figures 2.1 and 2.2 covers the entirety of Australia's vocational education and training system whereas the data in the remainder of this report is restricted to the 1997 national vocational education and training provider data collection co-ordinated by the National Centre for Vocational Education Research (NCVER). The scope of the 1997 national provider collection includes publicly funded and fee for service provision in TAFE, other government institutions and community providers, and publicly funded activity through private providers. Occasionally, and exclusively in the final chapter, information is presented on publicly funded vocational education and training through the ANTA Agreement, a joint commitment of Commonwealth and State/Territory governments to provide funding specifically for vocational education and training.

Figure 2.1: Who Pays for Vocational Education and Training

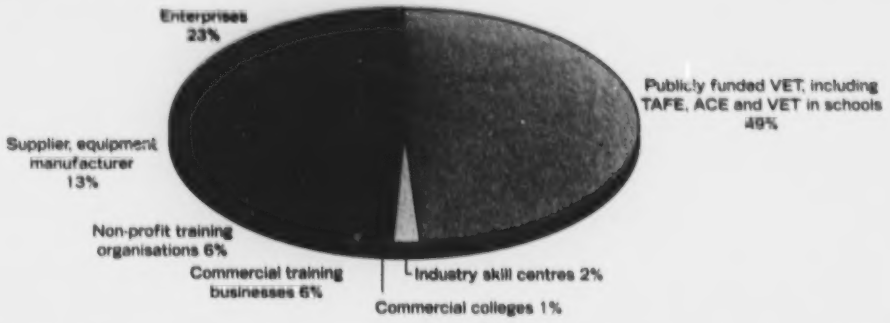
Distribution by Government, Enterprises, Individuals, 1997



Source: Derived by ANTA using the Allen Consulting Group 1994 methodology and using most recent available data.

Figure 2.2: Who Delivers Vocational Education and Training

Distribution of Expenditure by Provider Type, (Per Cent)


Enterprises 23%
Publicly funded VET, including TAFE, ACE and VET in schools 49%
Supplier, equipment manufacturer 13%
Non-profit training organisations 6%
Commercial training businesses 6%
Industry skill centres 2%
Commercial colleges 1%

Source: Derived by ANTA using the Allen Consulting Group 1994 methodology and using most recent available data.

DIVERSITY IN VOCATIONAL EDUCATION AND TRAINING

Within the scope of the national provider data collection, some 1.46 million clients undertook vocational education and training during 1997. This compares with 1.35 million clients in 1996 and 1.28 million clients in 1995, representing an increase of approximately 13% over two years. Growth in client numbers is due to both an expansion in the scope of the data collection and also because of real growth occurring in the sector. The NCVER has estimated that real growth in 1997 amounted to an additional 68,000 clients (approx.) or growth of 4.9%.

Clients within the vocational education and training sector engage in a wide range of training experiences within different types of providers, across various disciplines or areas of learning, and at differing levels of skill acquisition. The length of time that individuals spend in training also varies considerably.

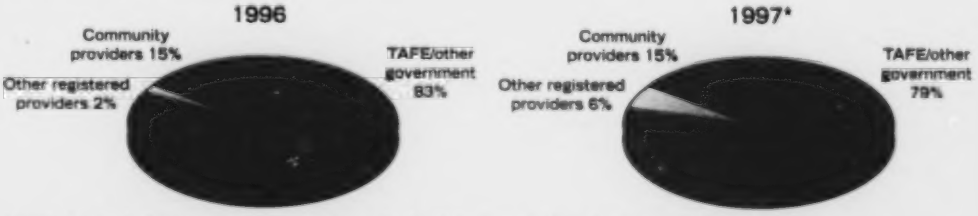
Provider Diversity

Students participate in vocational education and training in different places depending on their circumstances. Private provision of publicly funded vocational education and training has increased in recent years along with overall growth in the sector.

Figure 2.3 shows the distribution of clients in vocational education and training by provider type in both 1996 and 1997, and illustrates the growing proportion of clients who are undertaking training with registered training organisations other than TAFE and community providers.

Figure 2.3: Distribution of Vocational Education and Training Students

by Provider Type, Australia, (Per Cent), 1996-1997



*1997 data includes some private provider and school data not within the scope of the 1996 collection

Source: NCVER 1996/1997 national VET collections

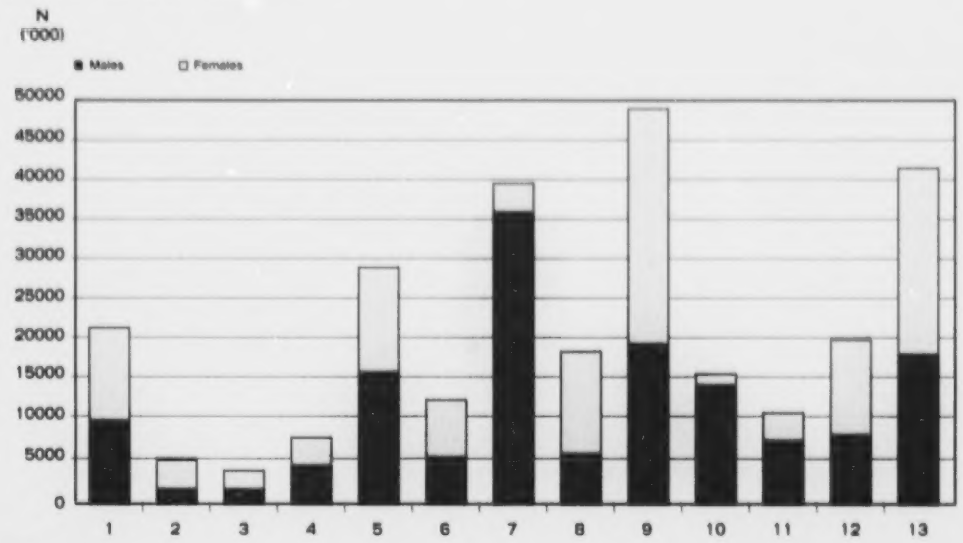
Area of Learning

While the total amount of vocational education and training delivered annually has increased over the period from 1995 to 1997, the pattern of distribution of activity between learning areas has remained relatively unchanged. The variety of learning areas in which students undertook training in 1997 is shown in Figure 2.4. Across all learning areas, the three learning areas that accounted for most activity were administration and business (accounting for 18% of all module annual hours undertaken in 1997), social, educational and employment skills (16%), and engineering, processing (15%).

There has been little change in the proportions of male/female activity within areas of learning from 1995 to 1997. Male students still predominate in the engineering, processing area of learning while female students are highly represented in the administration, business, economics, law, and the social, educational and employment skills areas of learning.

Figure 2.4: Module Annual Hours

by Area of Learning by Sex, Australia, 1997



Area of learning

1 Humanities
2 Social Studies
3 Education
4 Sciences
5 Mathematics, Computing
6 Visual/Performing Arts
7 Engineering, Processing
8 Health Sciences
9 Admin., Business, Eco., Law
10 Built Environment
11 Agric., Renewable resources
12 Hospitality, Tourism & Personal services
13 Social, Educational & Employment skills

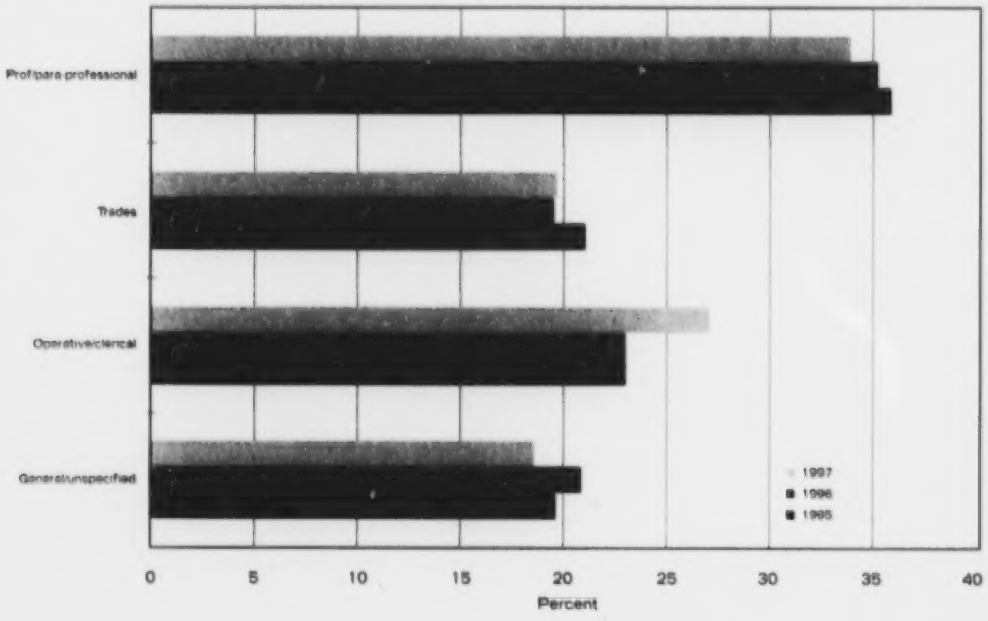
Source: NCVER 1997 national collection

Type of Training Program

Clients within vocational education and training undertake programs in support of a variety of occupational and career aspirations. Government only funded training provision is well spread across all occupation types as demonstrated in Figure 2.5. The largest area of training provision in 1997, as in the previous two years, was delivered at the 'professional/ para-professional' level. Increases in activity at the 'operative/clerical' level have occurred over the two years to 1997 while training at the 'trades' and 'general education' levels has remained stable or reduced slightly.

Figure 2.5: Government Funded Curriculum Annual Hours

by Training Level, Australia, 1995 to 1997[1]



Source: State/Territory Training Profiles and VET Plans

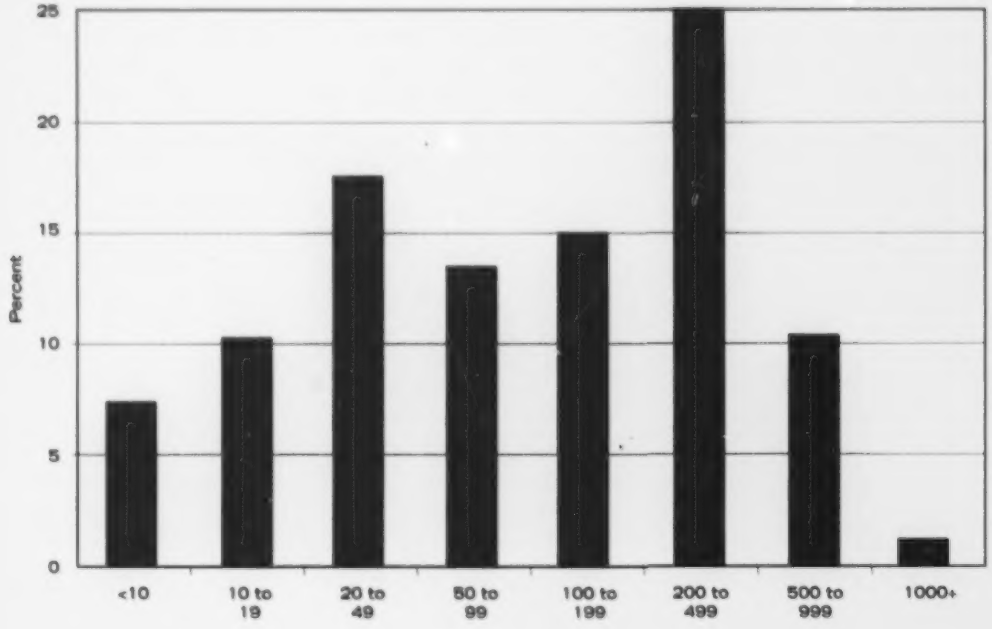
Time Spent in Training

The length and intensity of time that students spend undertaking vocational education and training varies depending on a variety of factors such as level of qualification, mode of delivery and the individual's rate of progress through a program. Approximately half of all students spent 100 hours or less in training during 1997, while 63% of students undertook training of less than 200 hours duration. Just over 10% of students spent 500 hours or more in training in 1997. The pattern of time spent in training is virtually unchanged over the period 1995 to 1997. Short training programs which focus on the provision of specific, employment-related skills, for both the employed and the unemployed, are one of the distinguishing features of the vocational education and training sector.

[1] The training level categories used in Figure 2.5 are based on occupational classifications.

Figure 2.6: Length of Vocational Education and Training Programs

Percentage Distribution by Duration, (Hours) 1997



Source: NCVER 1997 national VET collection

Vocational Education and Training in Schools

As a response to high youth unemployment rates, the need for skilled workers, and the need to expand pathways for senior students, Commonwealth, State and Territory governments are increasingly focusing on vocational education and training in schools.

1997 represented the first year of a four year vocational education and training initiative that the ANTA Ministerial Council approved in September 1996 which agreed that $20 million of ANTA funds be allocated each year to vocational education and training in schools.

Data on vocational education and training in schools activity is currently collected at the school level. There are differences between school systems across States and Territories as to the extent and nature of recognised VET in schools activity. Data on recognised VET in schools activity is reported by some jurisdictions in the national VET collection, while others are not yet collecting or reporting data in a manner which is consistent with the AVETMIS Standard (that underpins the national VET collection). Work is to be carried out to ensure that there is consistency in the manner in which VET in schools data is collected and reported in future years. In relation to the 1997 data reported in this publication, VET in schools activity is generally omitted.

The state of the economy and the labour market are critical influences on the vocational education and training sector as the demand for skills acquired through vocational education and training emanates from labour market requirements. The principal economic and labour market influences that affected the vocational education and training sector in 1997 are discussed in this chapter.

THE ECONOMIC OUTLOOK FOR SKILL REQUIREMENTS

The Australian economy grew on average by 3.6% during 1997. Domestic demand was the main contributor to growth during 1997 with contributions from business investment, private consumption spending and dwellings. Population growth, an important influence on economic activity, was about 1.2% during 1996-97 with growth being associated mainly with natural increase, but also from immigration.

Net exports recorded only marginal growth after a slowing of export growth during 1996 and 1997, particularly to countries in north-east Asia. Services now account for 23% of the value of Australia's exports compared with 20% in 1990-91. Manufactured goods as a proportion of the value of exports, have risen consistently and accounted for 19% of export value in 1996-97 compared with 14% at the start of the decade. By enabling continuous improvement in the skills base of the workforce, vocational education and training can assist Australia's competitive position internationally.

The impact of the economic outlook differs across industry sectors and consequently also across States, Territories and regions. Differences in growth rates across jurisdictions arise because of differences in the profile of industries within each jurisdiction (see Table 9.1 in Part C), and also because of differences in industry productivity growth, government economic policies, settlement patterns of immigrants, and inter-jurisdictional migration. The differential economic growth rates (measured as changes in gross State/Territory product) and the population growth rates of States/Territories are provided in Figure 9.1 in Part C. Notwithstanding the mobility of skills resulting from inter-jurisdictional migration, the differences in the economic profiles of States and Territories translates into differences in the nature of training needs across Australia. Such differences need to be considered when making an assessment of the relative demands for vocational education and training within each jurisdiction.

Output Growth Across Industry Sectors

Output growth in some industries has limited employment and vocational education and training implications, while growth in other industries will have profound repercussions. A breakdown of recent growth in Gross Domestic Product (GDP) by industry sector is provided in Table 3.1. This table illustrates both the variation in growth across industry sectors and the fluctuations that have occurred within particular industries over time. Over the past five years, the 'communication services' and 'wholesale trade' industries have demonstrated the strongest growth, while 'education' has displayed the slowest growth, declining by 2.2% during 1996-97.

Industries with high rates of output growth (where workforces are expanding or improving their productivity) are likely to have elevated levels of demand for skills acquired through vocational education and training. Moreover, industries with expanding workforces employ greater numbers of new entrants to their labour force with specific skill acquisition needs, while those industries seeking productivity improvements often include 'up-skilling' of their existing workforce within their productivity improvement strategies.

In addition, the demand for vocational education and training may also increase if more skilled people are required to operate modern equipment, if industries upgrade existing processes and/or products, or require an enhanced level of skills across their workforce generally.

Table 3.1: Average Annual GDP Growth Rates

By Industry, Average 1989-90 Prices, (Per Cent)

	Average annual rate of growth (Per cent)	
	Five year period 1992-93 to 1996-97	One year period 1995-96 to 1996-97
Agriculture, forestry & fishing	2.8	13.8
Mining	2.9	3.1
Manufacturing	2.3	1.1
Electricity, gas & water supply	1.7	1.5
Construction	3.9	3.9
Wholesale trade	6.2	2.4
Retail trade	2.7	0.9
Accom., cafes & restaurants	3.9	-1.9
Transport & storage	4.4	1.8
Communication services	11.4	11.8
Finance & insurance	2.6	1.9
Property & business services	3.0	4.1
Government admin. & defence	2.5	-0.2
Education	1.3	-2.2
Health & community services	2.5	0.6
Cultural & recreational services	3.4	2.5
Personal & other services	3.6	3.0
All industries	3.3	2.6

Source: ABS Economic Indicators, cat. no. 1350, April 1997

Employment Growth by Industry

Over the year 1995-96 to 1996-97 a large variation in labour market conditions was observed across industries as shown in the average annual employment growth rates reported in Table 3.2.

While private sector service industries generally expanded their employment base over the period, reductions in employment were recorded in public sector related industries, including 'electricity, gas and water supply', 'government administration and defence' and 'education'. Employment reductions in these industries were due, in part, to privatisation of some government activities. The service sector continues to dominate the employment market accounting for most of the employment growth over the past 10 years and now providing for 80% of total employment[1].

As the vocational education and training sector predominantly trains people for employment in the private sector, as well as for several occupations in the public services sector, the observed shifts in employment have implications for the provision of vocational education and training.

Absolute employment growth suggests an expanding need for vocational education and training by industry. However, other industries which have high rates of labour turnover, or which are adopting new technology etc. may also have increased training needs.

[1] Industry Brief, Department of Industry Science and Tourism, August 1997.

Table 3.2: Average Annual Employment Growth Rate

By Industry, (Per Cent)

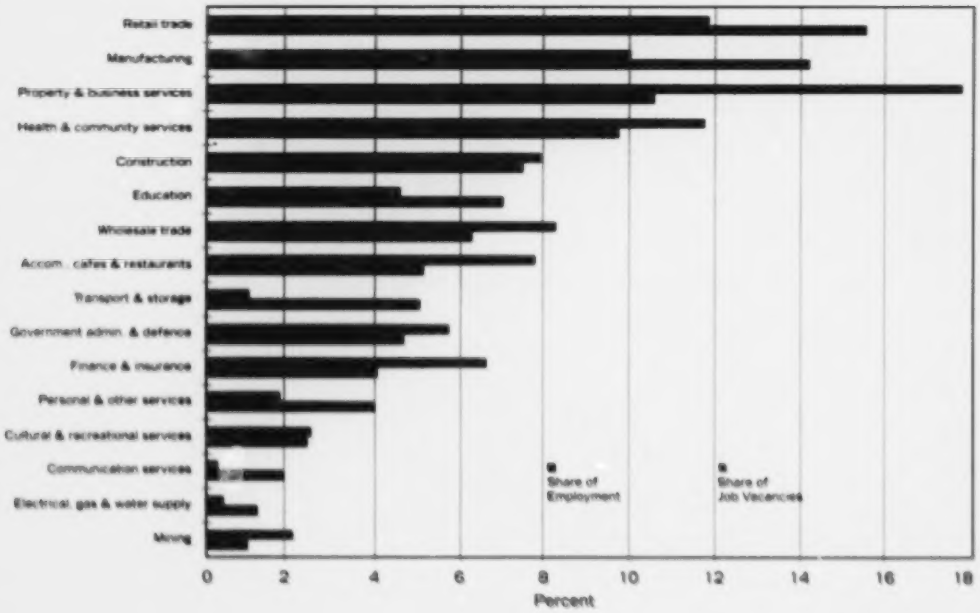
	Average annual rate of growth for the one year period 1995-96 to 1996-97 (Per cent)
Agriculture, forestry & fishing	1.2
Mining	1.6
Manufacturing	1.7
Electricity, gas & water supply	-17.5
Construction	-2.3
Wholesale trade	-1.3
Retail trade	0.9
Accom., cafes & restaurants	4.9
Transport & storage	2.0
Communication services	3.3
Finance & insurance	0.4
Property & business services	4.0
Government admin. & defence	-2.5
Education	-0.5
Health & community services	1.9
Cultural & recreational services	2.6
Personal & other services	0.8
All industries	0.9

Source: ABS cat. no. 1350.0

A comparison of the distribution of job vacancies across industries with the distribution of employment across industries indicates which industries are offering expanding employment opportunities and, accordingly, are likely to increase demand for vocational education and training services (see Figure 3.1). The demand for vocational education and training is complicated by the nature of job vacancies in each industry, which are a mixture of both full and part-time and varying levels of skill requirement.

Figure 3.1: Percentage Distribution of Employment and Job Vacancies

by Industry, (Per Cent)



*The Agriculture, Forestry and Fisheries industry has been excluded because this industry is not covered in the job vacancies series.

Source: ABS cat no. 6203.0 and 6354.0

In May 1997, 'property and business services', 'health and community services', 'finance and insurance', 'wholesale trade' and 'accommodation, cafes and restaurants' industry sectors had a higher share of job vacancies than employment, suggesting that these are expanding relative to other industries. 'Property and business services' accounted for the largest share of job vacancies, followed by 'retail trade' and 'health and community services'.

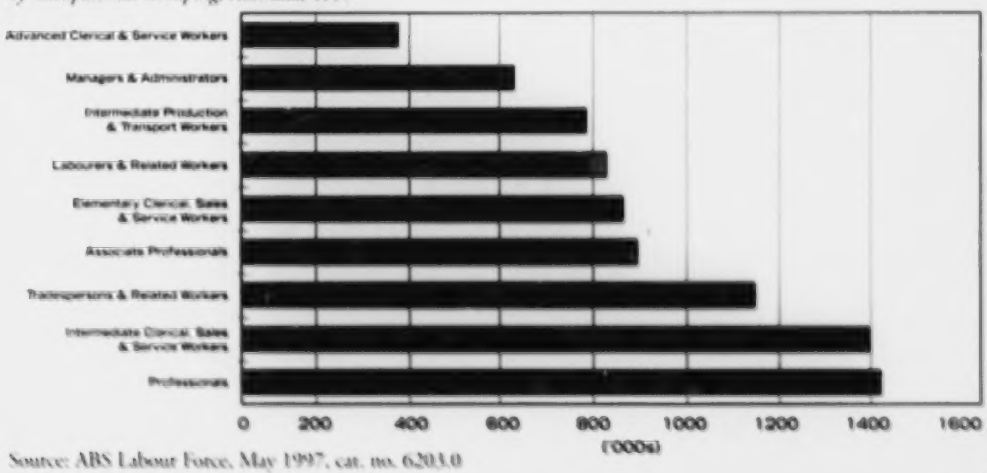
Government funded VET provision has progressively been shifting into growth areas of the economy as outlined in ANTA's Directions and Resource Allocations Report series. For 1997, the largest single increase in training provision was planned to occur in the Services sector (41.6% of total growth in annual hours curriculum and 29.8% of the growth in enrolments). 'Community Services, Health and Education' and 'Tourism and Hospitality' continued to record the largest increases in activity.

Employment Growth by Occupation

Employment share by occupational grouping in May 1997, is shown in Figure 3.2. The largest occupational categories in the economy are 'professionals', 'intermediate clerical, sales and service workers' and 'tradespersons and related workers'. Government funded training in 1997 (measured by curriculum annual hours) was consistent with this distribution of occupational employment (see Figure 2.5).

Figure 3.2: Occupational Employment Share

by Occupational Grouping, Australia, 1997



Source: ABS Labour Force, May 1997, cat. no. 6203.0

WHAT IS THE STATE OF THE LABOUR MARKET?

Supply factors

For much of 1997, the national unemployment rate fluctuated around 8.5%, consistent with rates of the past two years, and labour force participation was declining marginally, reflecting a slight weakening in the demand for labour. Between June 1996 and June 1997, the labour force participation rate of working age males declined from 83.4% to 82.8%, while the labour force participation rate for working age females declined only marginally from 64% to 63.8%.

The Skilled Vacancy Index[4] provides an indication of likely occupational expansion or contraction, and the consequent possible increase or decrease in demand for vocational education and training. Over the year January 1997 to January 1998, the Skilled Vacancy Survey Index rose by over 16 percentage points. The 'professionals' group increased by over 15%, 'para-professionals' by 4.5% and 'tradespersons' by 23.4%.

Part-time and Casual Employment

Aggregate industry and occupation vacancy and employment statistics should be considered alongside the underlying structural changes taking place in the labour market that bear upon the vocational education and training system. In recent years there has been a shift in the mix of employment towards both part-time and casual employment with females comprising approximately three-quarters of part-time employees. These structural changes are of some significance for the vocational education and training sector because employers tend to undertake less training of part-time and casual employees compared with permanent employees[5]. Table 3.3 reports the shifts in full/part-time employment patterns and employment growth rates observed across industries since 1992.

[4] Skilled Vacancy Survey, Department of Employment, Education, Training and Youth Affairs, January 1998.
[5] Employer Training Expenditure Australia, July to September 1996, ABS cat no 6353.0.

Table 3.3: Shifts in Full-time Employment and Employment Growth

by Full-time/Part-time Categories, by Industry, (Per Cent)

Agriculture, forestry & fishing	**76.1**	**78.1**	**2.2**	**-0.3**
Mining	98.0	96.8	-1.6	8.9
Manufacturing	90.4	89.8	0.7	2.3
Electricity, gas & water supply	97.0	97.8	-7.7	-10.9
Construction	84.6	86.3	2.8	0.0
Wholesale trade	84.4	86.1	0.9	-1.7
Retail trade	60.8	55.0	0.9	5.1
Accom., cafes & restaurants	53.0	52.5	3.6	4.0
Transport & storage	88.0	87.5	1.4	2.4
Communication services	93.6	87.8	2.9	26.1
Finance & insurance	85.4	82.0	-1.5	3.6
Property & business services	74.9	75.5	7.1	6.4
Government admin. & defence	91.3	87.5	-0.5	9.4
Education	68.3	67.4	1.1	2.0
Health & community services	63.2	61.3	2.0	3.9
Cultural & recreational services	60.5	63.4	6.6	3.5
Personal & other services	70.2	69.5	2.3	3.0
All industries	76.1	74.3	1.5	3.6

Source: ABS Labour Force Australia, ABS cat. no. 6204.0 and 6203.0

The movement to part-time and casual employment has implications for the vocational education and training sector in terms of skill formation requirements. Some industries with high proportions of part-time and casual employees require broad generic skills rather than specific vocational skills. Other ramifications of the growth in part-time employment for the provision of vocational education and training may arise from differences in student motivation, the ability of students to attend classes and the support provided by employers.

Industries with a high proportion of part-time employees also tend to have a younger workforce. The 'retail trade' sector, with about 45% of its workforce employed on a part-time basis, is also the dominant employer of young people. Almost half of employed 15-19 year olds and a fifth of employed 20-24 year olds work in this sector. Similarly, almost half of people employed in the 'accommodation, cafes and restaurants' sector are employed part-time, with about 9% of employed 15-19 and 24-29 year olds employed in this industry sector.

The Teenage Labour Market

The characteristics of the 15-19 year old age cohort is of particular interest because the vocational education and training system is a pathway to employment for many school leavers. The employment and labour force status of the 15-19 year age group in 1997 is presented in Table 3.4. As evidenced from the table, most people within this age group are studying and not in the labour force (42.9%). For those in employment, work is most commonly undertaken on a part-time basis while studying (21.8%), while a smaller proportion (15.9%) were employed on a full-time basis.

Table 3.4: Labour Force Status of 15-19 Year Olds

Per Cent of Population, August 1997

Males	6.4	4.3	20.1	4.3	17.8	3.3	43.8	100.0
Females	4.7	5.2	11.5	6.3	25.9	4.4	42.0	100.0
Persons	5.6	4.7	15.9	5.3	21.8	3.8	42.9	100.0

Source: ABS cat. no 6203.0, August 1997

Much of the employment undertaken by teenagers is also of a transitional nature which has implications for skill formation in particular industries, most notably the retail industry, where a significant proportion of student teenagers are employed part-time.

Young people's participation and attainment patterns in vocational education and training during 1997 are discussed in chapter 4 of this Report.

Age Profile of the Australian Workforce

The aging of the workforce has implications for maintaining skill levels in the workforce. The demand for vocational education and training will change as the proportion of people in younger age groups with up-to-date skills increases over time, relative to older workers whose skills may have become outmoded or redundant. The vocational education and training sector needs to be flexible to encourage lifelong learning and to allow older workers the opportunity to upgrade skills. In this respect, an analysis of the age profile of VET clients in 1997 shows a peak of students aged 15 to 24 who are predominantly undertaking entry level programs. There is also a cluster of people aged between 30 and 45 who undertake retraining within VET. It is significant to note that of the VET clients who report their labour force status during enrolment, 66.2% were employed.

The age profile of the Australian workforce by industry is shown in Table 3.5. In May 1997, about 30% of the Australian workforce was over 45 years of age with the 'agriculture, forestry and fishing', 'electricity, gas and water supply', 'transport and storage' and 'education' industries having more than a third of their respective workforces in this age cohort.

Table 3.5: Age Profile of the Australian Workforce

Aged 15-64 Years, by Industry Sector, 1997

Agriculture, forestry & fishing	4.9	6.9	17.4	23.9	22.3	24.5	100.0
Mining	2.9	7.9	30.6	27.3	22.2	9.1	100.0
Manufacturing	4.2	11.4	27.7	26.9	20.2	9.6	100.0
Electricity, gas & water supply	0.6	5.3	25.2	34.1	27.4	7.6	100.0
Construction	4.4	11.0	28.0	27.5	21.2	8.0	100.0
Wholesale trade	3.7	13.2	27.5	25.9	20.3	9.4	100.0
Retail trade	23.9	16.0	19.9	17.7	16.1	6.4	100.0
Accom., cafes & restaurants	12.6	20.8	23.4	21.1	15.4	6.8	100.0
Transport & storage	1.9	7.7	25.6	26.1	26.0	12.7	100.0
Communication services	1.9	9.0	27.5	28.7	27.5	5.5	100.0
Finance & insurance	2.1	13.9	36.8	26.3	16.2	4.7	100.0
Property & business services	3.9	11.5	26.7	25.8	21.5	10.7	100.0
Government admin. & defence	1.7	7.0	27.1	30.5	24.8	8.9	100.0
Education	1.8	6.4	20.2	33.0	29.0	9.5	100.0
Health & community services	2.2	8.8	23.4	31.0	24.6	9.9	100.0
Cultural & recreational services	8.5	16.4	30.7	22.0	14.5	8.0	100.0
Personal & other services	6.7	11.7	29.5	25.4	16.3	10.4	100.0
All industries	6.9	11.6	25.9	25.8	20.9	9.6	100.0

Source: ABS Labour Force Australia, ABS cat. no. 6203.0, May 1997

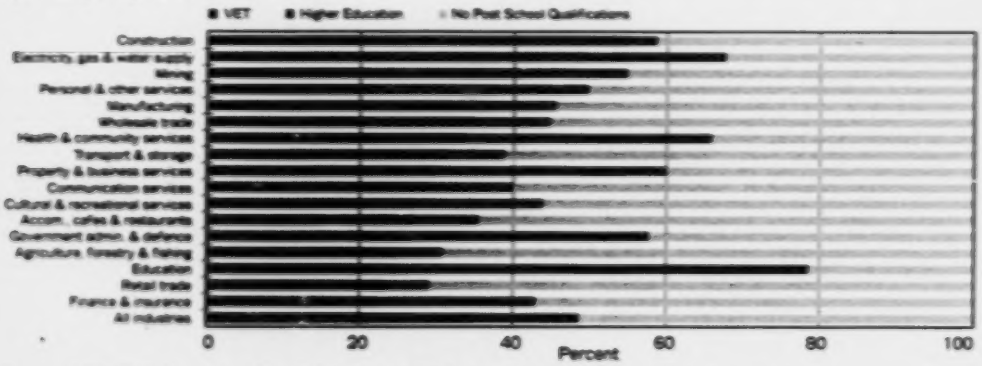
Qualification profile and international comparisons

The qualification profile of the Australian workforce as at May 1997, is shown in Figure 3.3. More than 30% of the workforce held a vocational education and training qualification while at least 20% in each industry held these qualifications. Half of all employees in the 'construction' and 'electricity, gas and water supply' industries hold a vocational education and training qualification.

It is generally recognised that improved rates of participation and attainment in vocational education and training, in keeping with our international competitors, can potentially contribute to increasing Australia's economic competitiveness.

Figure 3.3: Highest Educational Attainment of the Australian Workforce

by Industry, May 1997, (Per Cent)



Source: ABS 1997, Transition from Education to Work Australia, May 1997, cat no. 6227.0

International comparative data on the 'highest educational attainment of the labour force aged 25-64' is provided in Table 3.6. Notwithstanding differences in data definitions and collection methods that make cross-country comparisons problematic, the data presented in Table 3.6 suggests that there may be a gap between the current Australian skill base and the skill base of overseas countries. The proportion of the workforce with a post-compulsory school qualification is considerably higher in countries such as France (75%), Germany (88 %), Denmark (67%) and the Netherlands (70%) than Australia (59%).

Table 3.6: Highest Completed Level of Education: International Comparisons

percentage of the Labour Force aged 25-64, 1997

Australia	**42**	**31**	**12**	**16**	**59**	**100**
Canada	19	29	32	19	80	100
US	11	52	9	28	89	100
NZ	36	37	16	12	65	100
Denmark	33	44	7	16	67	100
Finland	30	47	10	13	70	100
France	25	54	9	12	75	100
Germany	12	62	11	15	88	100
Italy	56	33	c	11	44	100
Netherlands	31	43	a	27	70	100
Portugal	76	10	4	9	23	100
Sweden	24	47	14	15	76	100
UK	19	57	10	14	81	100
Czech Republic	12	76	x	12	88	100
Norway	15	53	12	20	85	100
Switzerland	15	61	14	10	85	100
Country mean[b]	35	42	10	15	67	100

a Data not applicable because the category does not apply.
b the Country mean includes the following countries that are not reported in table: Korea, Austria, Belgium, Greece, Ireland, Luxembourg, Spain, Poland and Turkey
c Data included in another column of the table.
d Includes vocational equivalents, such as apprenticeships and traineeships.

Source: *Education at a Glance*, OECD Indicators, 1997, table A2.4, p.42

To address the question of what is the desired level of vocational education and training skills in Australia, a new key performance measure has been agreed: *KPM 2 - Stocks of vocational education and training skills against desired levels*. This key performance measure is designed to be an analytical and diagnostic tool. The KPM will help determine the extent to which the vocational education and training system is increasing Australia's skills pool in ways relevant to Australian industry and with respect to the development of the economy overall. Further work, in consultation with States/Territories, the Commonwealth and industry, is still required to develop the methodology for measuring and reporting against KPM 2. The analytic work is to focus on expressed Australian industry demand for VET skills as well as the imputed demand to achieve internationally competitive VET skills.

Annual National Report 1997

Key Performance Measures

Part B

4. Participation and Achievement in VET

This chapter discusses overall participation and achievement levels in vocational education and training during 1997. Participation and outputs are investigated nationally, by jurisdiction and by age and sex and are compared with final data reported in 1995 and 1996. Levels of unmet demand for vocational education and training, compared with higher education, are also investigated.

This chapter also contains updated data on progress toward the Finn targets, which are those post-compulsory education and training participation and attainment targets for 19 and 22 year olds that were established by the Finn Committee for achievement by 2000. Participation by young people in vocational education and training, relative to participation in the other main education sectors (schools and higher education) is also considered.

The information provided in this chapter provides indicative information for the key performance measure, KPM 1- Skill outputs produced annually within the domain of formally recognised vocational education and training. This KPM is still being developed and is expected to be reported in full for the first time for the year 2000 in 2001.

The measure of annual outputs (KPM 1) has been identified as the most fundamental within the new suite of KPMs. The amount of skills acquired each year through participation in the VET system is a key measure of it's performance. Once fully developed, KPM 1 will be measured primarily in terms of the amount of assessed and successfully completed units of competency and qualifications acquired within the National Training Framework. Remaining modules completed outside the domain of formally recognised vocational education and training, but considered fundamental to the sector, will also be reported.

WHAT ARE OVERALL PARTICIPATION RATES IN 1997 AND HOW DO THEY COMPARE WITH PRIOR YEARS?

Overall participation rates in vocational education and training delivered by providers covered by the 1997 national data collection are shown in Table 4.1. This information is tabulated by jurisdiction and compared with data for 1995 and 1996. To enable meaningful comparisons, the 1997 data has been adjusted to the same scope and boundary that applied to the earlier years' data. Also shown in Table 4.1 is the unadjusted overall participation rate for 1997 which is based on the current scope of the collection.

Table 4.1: VET Participation Rates

By State/Territory, 15 to 64 year olds, 1995 to 1997, (Per Cent), adjusted scope and boundary

	NSW	Vic	Qld	SA	WA	Tas	NT	ACT	AUS
1995	9.6	10.6	8.1	9.4	8.5	6.8	8.8	7.4	9.4
1996[1]	10.2	12.0	7.8	8.7	7.7	6.7	8.5	7.1	9.5
1997[1]	10.1	11.8	6.0	10.7	8.2	7.0	7.9	6.6	9.5

By State/Territory, 15 to 64 year olds, 1997, (Per Cent), 1997 scope and boundary

1997[2]	10.4	12.4	7.0	11.0	8.2	7.7	9.9	7.0	10.0

[1] 1996 and 1997 data adjusted to the same scope and boundary as 1995 data. 1996 data has been updated to include final SENA and activity data that was not available prior to publication of the 1996 Report.

[2] 1997 data not adjusted to the same scope and boundary as 1995 data.

Derived using NCVER data with 1996 and 1997 data further adjusted to the same scope and boundary for 1995 data, and ABS Estimated Resident Population data.

Within the current scope and boundary of the national data collection, the national figure for participation in vocational education and training during 1997 was 10.0%. Time series analysis from 1995 to 1997 (using data that has been adjusted to the same scope and boundary) indicates that overall participation levels have remained relatively stable at just below 10%. Over the period since 1995, significant population growth has occurred in a number of jurisdictions. Therefore, although the number of people participating in vocational education and training has increased substantially, participation rates have remained stable.

More detailed 1997 participation data by age, sex and State/Territory are provided in Part C.

UNMET STUDENT DEMAND FOR VOCATIONAL EDUCATION AND TRAINING

Demand for vocational education and training can be considered from a number of perspectives. Industry demand for vocational education and training considers the provision of trained people who have the necessary workskills required by employers, while student demand assesses the desired needs of individuals for vocational education and training. This section discusses student demand for vocational education and training.

An analysis of the ABS survey, Transition from Education to Work reveals that of the 2.4 million people who applied for entry into a post-school education and training program in 1997, about 75,000 (3.1%) were unable to gain a place. Although it is recognised that an analysis of unmet student demand is conceptually and methodologically complex, the results from this survey provide a reasonable indication of the level of unmet demand.

Table 4.2 reports unmet demand in Australia for all post-school education and training programs over the period 1995 to 1997. Although the level of unmet demand for vocational education and training has declined in recent years, more than 48,000 people unsuccessfully applied for entry into vocational education and training during 1997, representing 3.3% of all people who engaged in such training during the period. This figure includes a relatively small number of unsuccessful applicants who did not meet entry requirements.

Table 4.2: Unmet Demand for Post-School Education and Training

By Provider sector, 1995-97 (Persons)

	1995	1996	1997
TAFE	60,700	48,300	35,300
Other Vocational Education and Training[a]	13,600	13,800	12,800
Total Vocational Education and Training	**74,300**	**62,100**	**48,100**
Higher Education	28,700	25,300	18,300
Other Education Institutions	13,700	19,000	8,700
Total	**116,700**	**106,400**	**75,100**

Source: ABS Survey - Transition for Education to Work Australia (cat. no. 6227.0)

Note: All figures have been rounded.

[a] includes persons wishing to enrol in a program which does not (of itself) result in a recognised qualification. Vocational education and training enrolments are on a module/unit of competency basis and many students enrol only in the programs they need to enhance their skill levels.

WHAT IS A SUCCESSFUL OUTPUT FROM VOCATIONAL EDUCATION AND TRAINING?

Successful outputs from the vocational education and training sector can be measured at a number of levels. In 1997, Ministers responsible for vocational education and training endorsed three output measures for the sector, namely:

- units of competency,
- qualifications, and
- modules outside of recognised training which include for example, general education and preparatory programs.

(For a definition of these output measures, refer to Part C).

Historically, the sector has reported on outputs at the module level. With the introduction of the National Training Framework and the associated development of national Training Packages, the sector will shift progressively to measuring outputs in terms of units of competencies and qualifications acquired within the Australian Qualifications Framework (AQF). Remaining modules outside the domain of formally recognised vocational education and training, but considered fundamental to training, will also be reported (eg. general education and preparation programs). The size of this provision is expected to reduce over time as existing provision is mapped against competencies and qualifications within the AQF wherever feasible. Of course, modules will continue to provide a valuable structural framework for the delivery of vocational education and training programs.

In addition to these three outputs, a VET Skills Index is proposed to be reported that involves the aggregation of all units of competence, appropriately weighted, to provide a full count of primary vocational education and training outputs because not all units of competence represent the same level of skill or intensity of training.

Data that is compliant with, and able to report outputs under the emerging new arrangements will not be collected until 1999. This data can only be collected according to the rate at which Training Packages are developed, endorsed and implemented. Full reporting is anticipated from 2000 with data quality continuing to improve beyond this year.

For 1997, modules and the module load completion rate continue to be the key indicator of outputs and outputs achievement. The latter measure examines the hours that lead to a satisfactory completion or output as a proportion of total hours.

WHAT ARE THE MODULE OUTCOMES IN 1997?

Module level enrolment data covers both full course/qualifications related activity and modules only activity in which people enrol to gain the immediate, specific skills they require. A full breakdown of 1997 module hours and enrolments for each State and Territory appears in the additional notes section for this chapter in Part C. Summary information is provided below.

Using module enrolment information it is possible to determine an indicator of successful achievement of competencies. In 1997:

- *61.6% of module enrolments delivered a successful achievement of competencies*
- *10.8% of module enrolments did not deliver achievement of competencies*
- *19.8% of module enrolments were incomplete or to be continued.*

By comparison, the level of successful achievement of competencies in 1996 was 61.5%.

Table 4.4 provides a State/Territory breakdown by the module outcomes associated with competencies acquired. It should be noted however that there are some jurisdictional variations in the reporting of module outcomes, but that these do not materially affect the results reported here. (See Part C for a discussion on the mapping of module outcomes to skills acquisition).

Table 4.3: Module Enrolments Outcomes by Skills Acquired

by State/Territory, 1997 (Per cent)

	NSW	VIC	QLD	SA	WA	TAS	NT	ACT	AUS
Competencies Achieved*	63.0	60.6	56.6	72.2	59.5	63.0	53.9	66.5	61.6
Competencies Not Achieved	15.0	12.3	3.6	5.5	9.9	11.3	15.6	16.6	10.8
Competencies Not Yet Achieved	14.9	20.8	23.6	16.6	31.4	20.6	30.3	15.5	19.8
Not Known	7.0	6.3	16.2	5.7	9.3	5.1	0.3	1.5	7.8

*Includes students who were assessed as competent as well as those who successfully completed class hours.

In many cases a successful completion of a module will mean that the student has been tested (assessed) and has been deemed competent against the industry standards set for the module. However, in a range of areas, particularly language/literacy, preparatory studies and creative studies, different considerations can apply. In such programs, a successful outcome cannot necessarily be readily measured in terms of examination pass rates or other approaches of this type. Against this background, this report provides two sets of statistics on module load completions, namely, pass rates and completion rates.

WHAT WERE THE PASS RATES FOR 1997?

The pass rate in Table 4.4 below is for assessed students whose attendance was confirmed. This means that the students who passed the assessment are compared with all those who got a pass or a fail. Students who withdrew from the unit without having a failure recorded are excluded from the calculation. (See Part C for a full definition of the module load pass rate).

Table 4.4: Vocational Education and Training Pass Rates

By State/Territory, by Sex, 1997 (Per Cent)

	NSW	VIC	QLD	SA	WA	TAS	NT	ACT	AUS
Females	78.2	83.7	91.6	93.0	92.1	84.7	76.3	76.0	83.6
Males	77.5	79.8	92.8	90.6	91.3	80.7	74.4	74.0	82.3
All persons	77.9	81.6	92.3	91.7	91.6	82.5	75.2	75.0	82.9

WHAT WERE COMPLETION RATES FOR 1997?

The completion rate compares students who completed a module, regardless of whether or not they undertook a final assessment, with all students who commenced the unit and are no longer studying that unit.

Table 4.5: Vocational Education and Training Completion Rates

By State/Territory, by Sex, 1997 (Per Cent)

	NSW	VIC	QLD	SA	WA	TAS	NT	ACT	AUS
Females	80.8	81.4	83.3	91.6	88.1	89.0	78.7	81.0	82.7
Males	80.4	79.7	83.8	89.8	89.0	87.6	77.9	80.3	82.0
All persons	80.6	80.5	83.6	90.6	88.6	88.3	78.2	80.6	82.4

(See Part C for a full definition of the module load completion rate).

WHAT'S HAPPENED IN RECENT YEARS?

Module pass and completion rates in the years 1995 to 1997 are reported below in Tables 4.6 and 4.7, respectively.

Over the period since 1996, national pass and completion rates achieved by students in vocational education and training have remained relatively stable, while some variation has been observed across States and Territories.

The methodology for determining the completion rates presented in this report has been revised from previous years and applied to the rates reported for both 1996 and 1997. Additionally, pass and completion rates in 1995 are not comparable with later years due to a differing methodology that was applied at this time. The data for 1995 has, however, been included for completeness.

Table 4.6: Pass Rates Comparisons

by State/Territory, 1995-97 (Per Cent)

	NSW	VIC	QLD	SA	WA	TAS	NT	ACT	AUS
1995 (Final)	80.1	84.3	81.1	93.9	85.0	80.7	83.4	75.1	82.6
1996 (Final)	78.9	80.0	88.6	91.7	90.3	81.8	83.1	75.0	82.2
1997 (Final)	77.9	81.6	92.3	91.7	91.6	82.5	75.2	75.0	82.9
Variation 1996 to 1997	-1.1	+1.6	+3.7	0.0	+1.4	+0.7	-7.9	0.0	+0.7

The methodology for determining the completion rates has been revised in 1997 and applied to completion rates reported in both 1996 and 1997. Completion rates in 1995 are not comparable with later years due to a differing data adjustment methodology that was applied at this time. The data for 1995 has, however, been included for completeness.

As can be seen in Table 4.7, national module completion rates are similar in both 1996 and 1997, having declined 0.3% over the period.

Table 4.7: Completion Rates Comparisons

by State/Territory, 1995-97 (Per Cent)

	NSW	VIC	QLD	SA	WA	TAS	NT	ACT	AUS
1995 (Final)	79.5	80.5	86.1	90.1	83.2	77.9	72.6	73.7	81.5
1996 (Final)	81.4	80.1	83.8	92.0	87.7	85.3	78.1	81.1	82.7
1997 (Final)	80.6	80.5	83.6	90.6	88.6	88.3	78.2	80.6	82.4
Variation 1996 to 1997	-0.8	+0.4	-0.2	-1.4	+0.9	+3.0	+0.2	-0.6	-0.3

Note: 1995 completion rate adjustments have been applied on a different basis from 1996 and 1997 and are therefore not directly comparable with more recent years. The 1996 completion rate differs from those published in the 1996 Report due to the revised methodology applied in this year's Report.

OTHER SUCCESSFUL OUTPUTS — RECOGNITION OF PRIOR LEARNING FROM 1995 TO 1997

The recognition of prior learning (RPL) is accepted and encouraged as an appropriate pathway to obtaining a successful output from vocational education and training activity. Table 4.8 reports module activity for RPL as a percentage of enrolments and curriculum hours.

Table 4.8: Percentage of Enrolments and Hours Associated with RPL

by State/Territory, 1995-1997, (Per cent)

	NSW	VIC	QLD	SA	WA	TAS	NT	ACT	AUS
	1997								
Enrolments	2.7	2.6	0.4	5.5	0.4	4.2	1.3	7.3	2.4
Hours	2.5	2.2	0.3	4.8	0.4	4.1	1.3	5.7	2.1
	1996								
Enrolments	2.5	1.9	na	3.6	0.6	4.0	0.8	9.9	2.4
Hours	2.3	1.6	na	3.3	0.7	3.6	0.9	8.9	2.2
	1995								
Enrolments	2.3	1.6	na	1.8	0.5	2.2	0.5	7.7	1.9
Hours	2.1	1.4	na	1.7	0.5	2.2	0.5	7.5	1.8

Comparable data for Queensland for the years 1996 and 1995 is not available.

Although the proportion of training hours associated with the recognition of prior learning (RPL) has only grown marginally since 1995, Table 4.9 (below) shows that the actual number of RPL hours has increased over the period.

Table 4.9: Annual Hours Curriculum Associated with RPL

by State/Territory, 1995-1997, ('000 AHC)

	NSW	VIC	QLD	SA	WA	TAS	NT	ACT	AUS
1997	2,561	1,933	159	901	99	283	44	334	6,314
1996	2,340	1,337	na	533	174	208	32	502	6,094
1995	2,056	1,062	na	261	124	112	16	405	4,787

Comparable data for Queensland for the years 1996 and 1995 is not available.

An explanation of these figures is provided in the additional notes (Part C).

ARE MORE YOUNG PEOPLE PARTICIPATING IN TRAINING?

In 1991, Ministers set targets for the participation of young people in post-compulsory education and training which became known as the Finn targets after Brian Finn AO, the Chair of the Committee that produced the report. The technical definitions of the Finn targets are described below. The methodology for monitoring progress towards achievement of the targets, adopted by MCEETYA in May 1995, is shown below.

Target One: By 2001, 95 per cent of 19 year olds:

- are participating in Year 12; or
- have completed Year 12; or
- have completed Years 10 or 11 and are participating in some formally recognised education and training; or
- have completed Year 10 or 11 and have completed some formally recognised education and training.

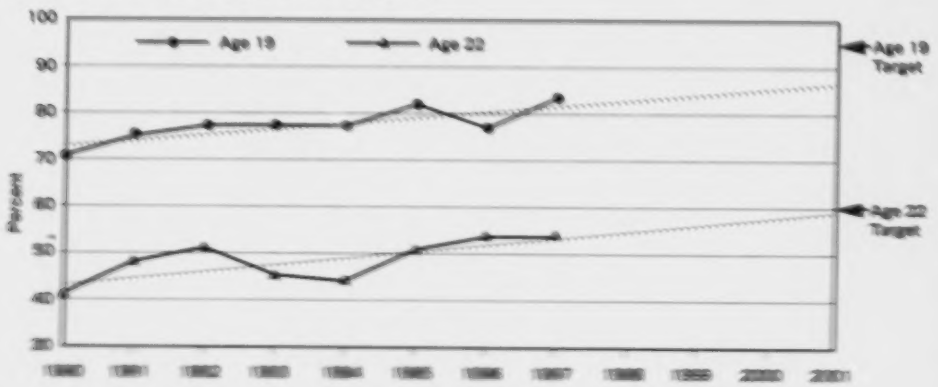
Target Two: By 2001, 60 per cent of 22 year olds:

- are participating in education and training programs which lead to level 3 awards; or
- have attained level 3 Qualifications; or
- have attained above level 3 Qualifications; or
- are participating in, or have completed higher education studies such as degrees and diplomas.

Historical longitudinal participation data for 19 and 22 year olds from 1990 to 1997 are provided in Figure 4.1.

Figure 4.1: Participation and Attainment in Post-Compulsory Education and Training

People aged 19 and 22, Finn Targets, 1990-97 (Per cent)



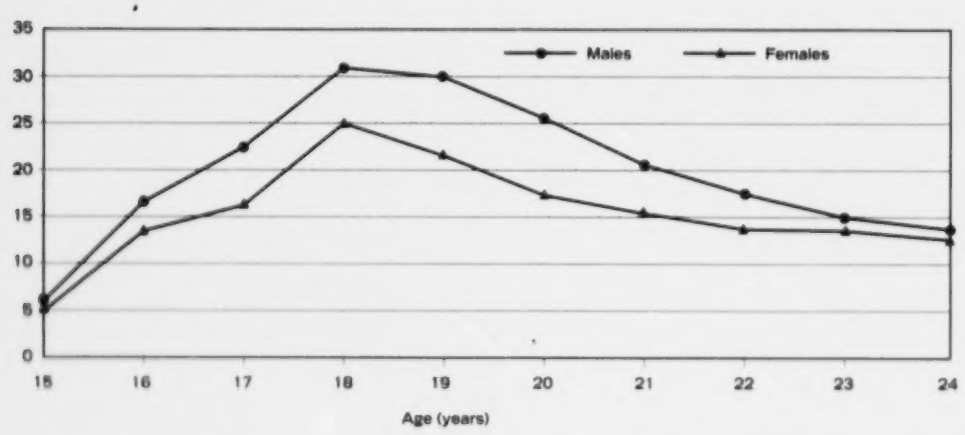
Source: Derived using data from the annual ABS Transition from Education to Work surveys.

Figure 4.1 shows that participation and attainment for 22 year olds is increasing in line with the Finn targets indicated by the arrow on the right-hand side of the figure. Figure 4.1 also indicates that if the current participation and attainment trends for 19 year olds continues, the achievement of the Finn target for this age cohort by 2001, will be at risk. As can be seen from the figure, an extrapolation of the time series participation and attainment trend for 19 year olds does not meet the Finn target by 2001. The reduced retention rate of students through to the completion of Year 12, observed since 1993, has contributed to this trend.

Figure 4.2 shows that for the 15 to 24 year old age cohort, males participate in vocational education and training at greater rates than females. At age 18 years, males are participating at the rate of 32% compared with 25% of females. By the age of 24 years, participation for both females and males dropped to below 15%.

Figure 4.2: Vocational Education and Training Participation

by Sex, aged 15 to 24, 1997 (Per cent)



Source: Derived using NCVER data for clients and ABS 1997 June Quarter Estimated Resident Population data

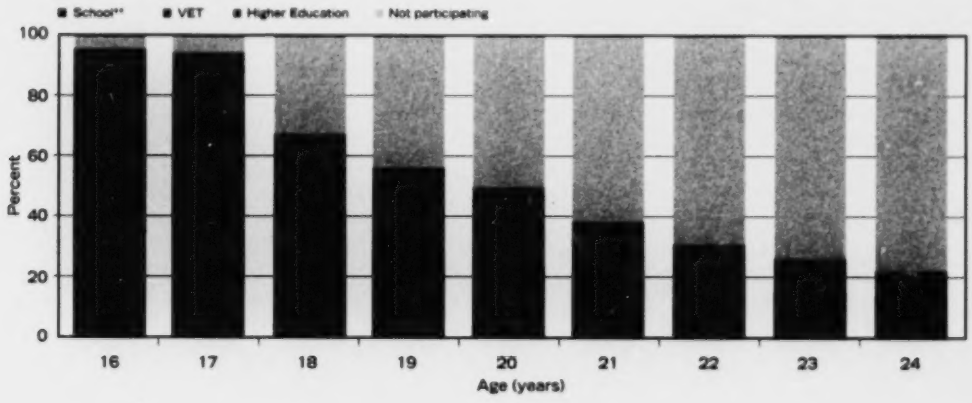
WHAT IS YOUNG PEOPLE'S PARTICIPATION IN VET RELATIVE TO OTHER EDUCATION SECTORS?

In relation to the 16 to 24 year old cohort, the schools sector clearly accounts for the majority of persons participating in education up to and including the age of 17 years. From age 18 to 24 years, there is a steady increase in the percentage not participating in education from around 32% to around 78%.

From ages 17 to 22 years, participation in both the vocational education and training sector and the higher education sector is similar. Participation in vocational education and training exceeds higher education participation for those at the extremes of the age range cohort.

Figure 4.3: Participation in Education and Training

By Sector, Aged 16 to 24, Australia, 1997



Sources: ABS 1997 June Quarter Estimated Resident Population data, ABS *Schools Australia*, DEETYA *Selected Higher Education Student Statistics 1997*, NCVER 1997 national collection (unpublished data)

*Higher Education 16 year old cohort also includes those aged under 16 years

**Schools 20 year old cohort also includes those aged over 20 years

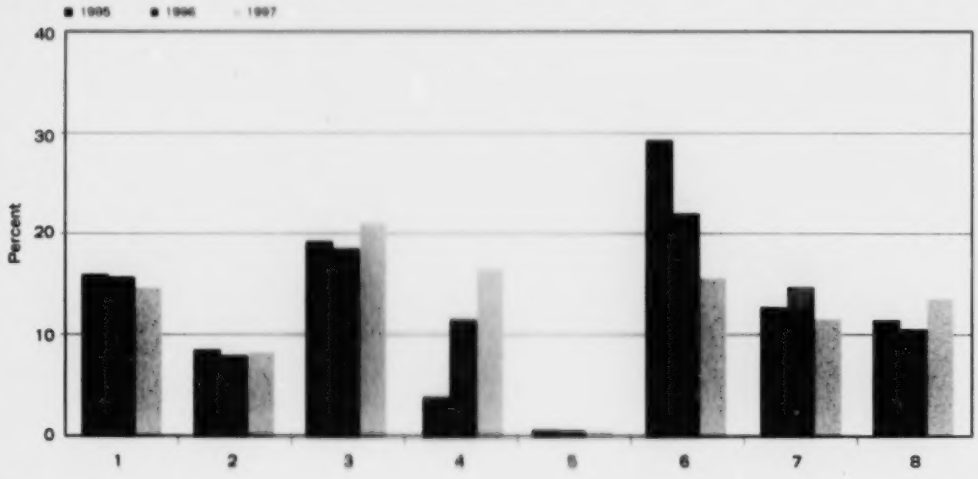
WHAT ARE YOUNG PEOPLE SEEKING TO ATTAIN?

Young people in vocational education and training are engaged in a variety of training programs. Within AQF programs, young people are enrolled in the largest numbers in programs at AQF level III. The increase in enrolments at AQF levels I and II is partially due to there being no easily identifiable pre-existing programs at this level.

'Other Certificates, Endorsements and Others' may include some enrolments in courses equivalent to AQF levels I and II thus the decline in this group may be balanced out by the increase in enrolments in courses at AQF levels I and II. Young people are also participating in relatively large numbers in sub-qualification programs (ie. Statements of attainment and non-award courses).

Figure 4.4: Vocational Education and Training Enrolments

by Qualification Level, aged 15 to 24, 1995-1997 (Per cent)



Qualification Category

1 Diplomas
2 AQF Certificate IV and equivalent
3 AQF Certificate III and equivalent
4 AQF Certificates I & II
5 Senior Secondary
6 Other Certificates, Endorsements and Others
7 Statements of attainment
8 Non award courses

VET clients enrolled in more than one course are counted more than once.
Note: See Part C for the recoding of AVETMISS qualification codes into the above groups.

Recent developments in the vocational education and training sector have encouraged increased flexibility and led to the enhanced availability of a wider range of pathways through which vocational education and training can be undertaken. For example, the introduction of vocational education and training into the schools sector together with the recent introduction of the New Apprenticeships initiative is changing the pattern of participation of young people in vocational education and training.

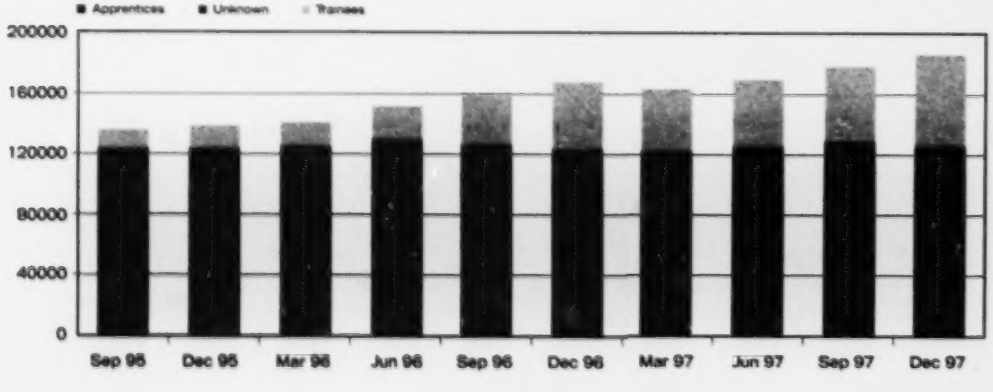
APPRENTICE AND TRAINEE TRAINING

Increasing interest has been placed on the progressive implementation of New Apprenticeships agreed to by Ministers in 1996. The apprenticeship and traineeship system has recently been reformed to introduce flexibility and thereby encourage employers to offer more jobs to young people. The historical distinction between apprentices and trainees is no longer relevant. Information on apprentices and trainees will be provided separately for the last time in this report because separate data on apprentices and trainees will not be collected from 1998. The new training arrangements (covering both apprentices and trainees) are collectively known as New Apprenticeships. The arrangements provide new flexibility that includes:

- school-based apprenticeships and traineeships
- modernised training in traditional areas
- new quality training opportunities in growth industries such as information technology and multi media
- new one-stop shop support services
- user choice (clients can select their own training provider and negotiate with providers on specific aspects of training)
- varied duration for apprenticeships and traineeships
- varied proportion of training and productive time
- access to part-time arrangements.

Once in a New Apprenticeship, trainees and apprentices are covered by formal agreements with an employer, known as either 'Training Agreements' or 'Contracts of Training', which outline the training, support and supervision an employer will provide. Contracts of training data includes school based New Apprenticeships. The reforms to entry level training that have been underway since 1996 are reflected in the trends observed in the numbers of apprentices and trainees. As illustrated in Figure 4.5, a substantial increase in traineeships has been recorded since 1995, with numbers rising to a record level of more than 59,000 at the end of 1997. The numbers of apprentices in training, on the other hand, has apparently declined whilst the number of people whose type of training contract is unknown has increased. The latter is due to there being increasing numbers of people in training contracts whose apprentice or trainee categorisation cannot be determined from their occupation classification.

Figure 4.5: Contracts of Training, 1995-1997, Australia

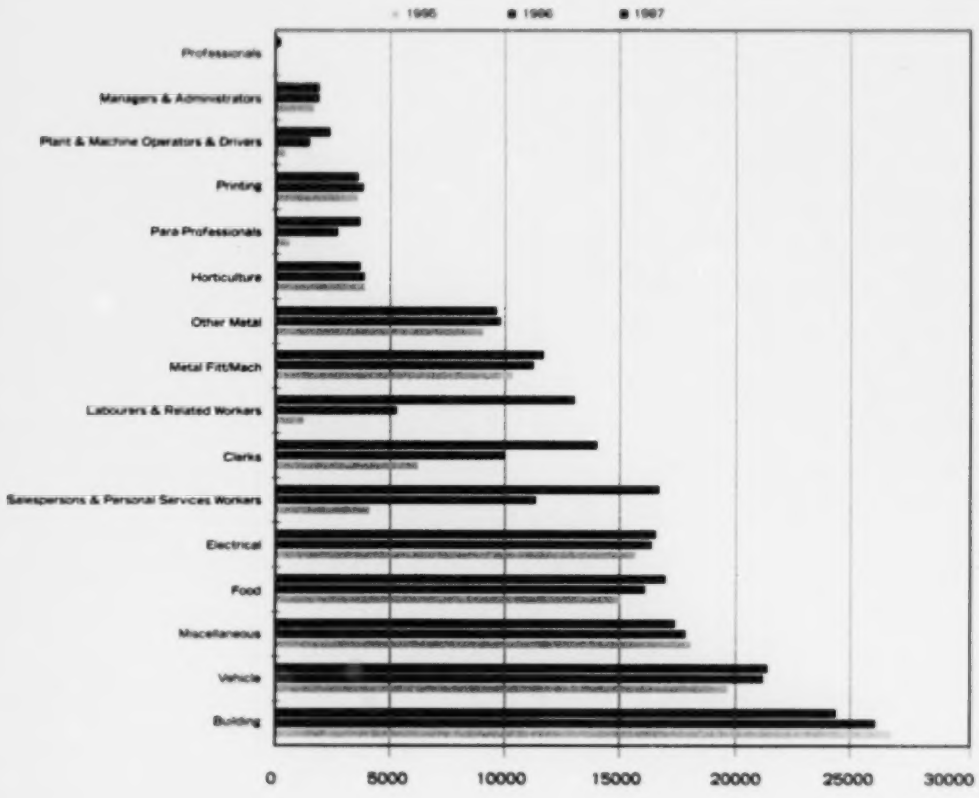


Overall, growth in total numbers of apprentices and trainees has occurred in most occupational areas. The total number in training by occupation (ASCO) group over the period 1995 to 1997 at 30 June, is illustrated in Figure 4.6. As a group, apprentices and trainees increased in all occupational areas with the exceptions of the building and miscellaneous occupation areas where numbers declined overall, and the printing area, where numbers remained relatively unchanged.

While traditional trade-based apprenticeship commencements appear to be lower in 1996-97 than during the previous two years, there are a considerable number of trainees in these areas. Trade-based traineeships include automotive painting, fitting, telecommunications installation, slaughtering, printing, meat processing, carpet laying, panel beating and engineering.

Figure 4.6: Numbers of Apprentices and Trainees

by ASCO Groupings, 30 June 1995 to 1997



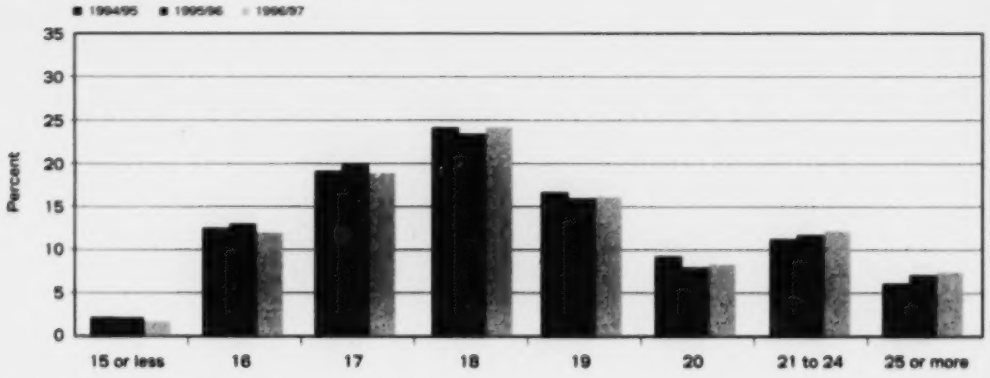
Source: NCVER 1996, Australian training statistics, 1995-96, 1996-97 and 1997-98 Quarter 2

Note: As this data is of those in training, not commencements, it is point in time data.

The age of commencing apprentices and trainees over the period 30 June 1995 to 30 June 1997 are shown in Figures 4.7 and 4.8 respectively. Over the three year period, the proportion of commencing apprentices aged 21 and over has increased marginally while the proportional representation of younger people declined slightly (see Figure 4.7).

Figure 4.7: Commencing Apprentices

By age group, 30 June 1995, 1996, 1997 (Per cent)

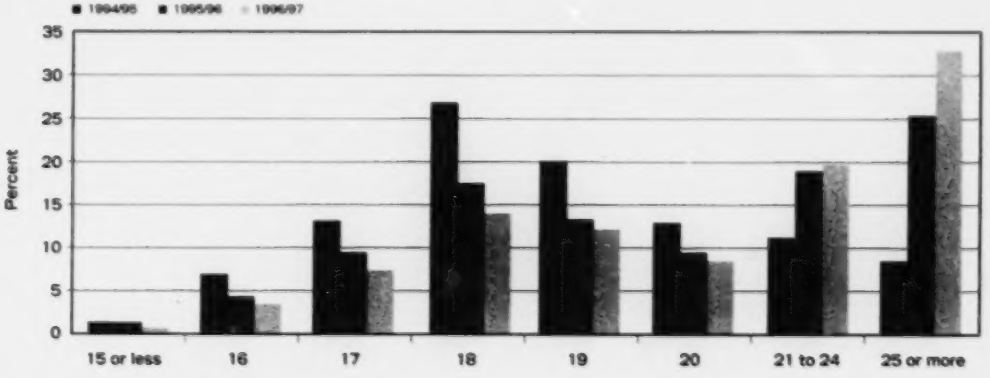


Source: NCVER unpublished data

The proportion of commencing trainees aged 25 or more increased dramatically over the three year period to 30 June 1997. Approximately one third of commencing trainees were over 25 years of age at 30 June 1997, compared with less than 10% at 30 June 1995 (see Figure 4.8).

Figure 4.8: Commencing Trainees

By age group, 30 June 1995, 1996, 1997 (Per cent)



Source: NCVER unpublished data

5. Employer Views on Vocational Education and Training

The performance of the vocational education and training system fundamentally depends upon the degree of success that its students have in obtaining, maintaining or improving their employment situation through the acquisition of skills. Accordingly, the views of employers about the appropriateness of the vocational education and training system in meeting their enterprise skill needs is a most crucial aspect when assessing the system's performance.

Employers want vocational education and training to equip workers with the competencies they need to contribute effectively to their business. Key performance measure, *KPM 3 - Employers' views on the relevance of skills acquired through vocational education and training*, focuses on this common objective.

In keeping with the reporting rationale recommended by the Performance Review Committee and agreed to by Ministers, this key performance measure assesses the views of employers on the relevance of the skills of vocational education and training graduates as the lead indicator.

This chapter considers information that is available to assess this indicator in addition to a range of complementary information including employers' overall level of satisfaction with the vocational education and training system, employers' views on the relevance of course content and their attitudes to vocational education and training.

The data for this measure is obtained from the 1997 National Employer Satisfaction Survey. Comparative data from an earlier national 1995 Employer Satisfaction Survey is also referenced where appropriate. The National Employer Satisfaction Surveys encompass employer views on training delivered by both TAFE and other providers.

The Employer Satisfaction Survey draws on the perceptions of a sample population of employers and therefore care should be exercised when drawing inferences with respect to the entire employer population. The final sample included responses from approximately 2,600 employers. Survey results were weighted to take into account the disproportionate sampling of establishments by size of enterprise, State/Territory, and industry.

Refer to Part C for additional information.

OVERALL SATISFACTION WITH VOCATIONAL EDUCATION AND TRAINING

In the 1997 survey, employers were asked to rate on a 10-point scale from 'very dissatisfied' (1) to 'very satisfied' (10), their overall satisfaction with the vocational education and training provided. In 1997, 78% of employers of graduates from vocational education and training responded with a score of six or more out of 10 as a measure of their overall satisfaction. This value compares with 75% of employers who responded similarly in the 1995 survey.

In 1997, some differences in employer satisfaction across jurisdictions were also evident. Satisfaction was highest among responding Victorian employers (88%), whilst employers in the Northern Territory, though generally positive, were relatively least satisfied (70%).

Table 5.1 below reports by jurisdiction, the proportion of employers of graduates from vocational education and training who responded with a score of six or more out of 10 as a measure of their overall satisfaction. The table also reports the overall mean response recorded in each jurisdiction.

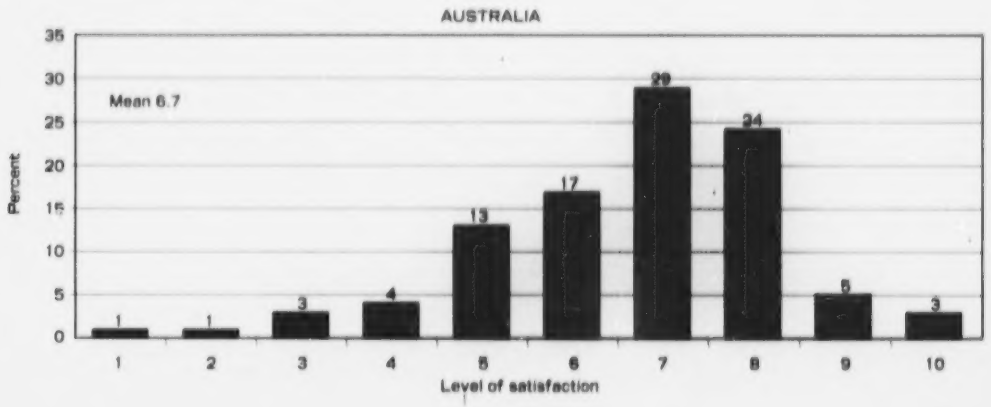
Table 5.1: Employer Satisfaction with Vocational Education and Training

by State/Territory, 1997

	NSW	VIC	QLD	SA	WA	TAS	NT	ACT	AUS
Percentage responding six or higher	72	88	77	84	74	79	70	75	78
Mean score	6.5	7.1	6.5	6.8	6.7	6.7	6.4	6.5	6.7

Figure 5.1 (below) reports the percentage distribution of employer responses across Australia in 1997, where an overall mean score of 6.7 was recorded. The corresponding value recorded in 1995 was 6.6, indicating little change in the overall satisfaction of employers over the two-year period.

Figure 5.1: Employer Satisfaction with Vocational Education and Training, 1997



RELEVANCE OF TRAINING TO EMPLOYER NEEDS

The relevance of the skills of vocational education and training graduates to employers' needs has been measured by analysing the level of employer agreement with the statement, "The VET system is providing graduates with skills appropriate to employers' needs".

In 1997, 65% of employer respondents from across Australia agreed that the vocational education and training system is providing graduates with skills appropriate to employers' needs while 19% disagreed. Employer satisfaction on this issue was significantly higher in 1997 by comparison with the levels of satisfaction reported in 1995, when 56% of employer respondents agreed with the statement.

Table 5.2 (below) provides a breakdown by jurisdiction of employers' perceptions of the appropriateness of skills acquired by graduates from vocational education and training in both 1995 and 1997. Among jurisdictions, Queensland had the highest proportion of responding employers who were in agreement with the statement (67%), while employers in the Australian Capital Territory reported the lowest proportion (58%).

Table 5.2: Employers' Views on the Appropriateness of VET Graduates' Skills

by State/Territory, 1995 and 1997 (Per Cent)

	NSW	VIC	QLD	SA	WA	TAS	NT	ACT	AUS
	Per cent that agreed/disagreed that the VET system is providing graduates with skills appropriate to employers' needs								
1995									
Agree	56	54	54	59	54	66	50	55	56
Disagree	26	31	22	13	19	21	29	18	25
1997									
Agree	65	63	67	65	66	64	61	58	65
Disagree	19	20	16	21	19	19	22	20	19

*Percentages do not total to 100 due to 'can't say' and 'neutral' responses

Source: National Employer Satisfaction Survey 1997 and 1995

Relevance of Course Content

The relevance of course content to industry training needs, as perceived by employers, is another measure of employer satisfaction with vocational education and training. This performance aspect was measured by asking employers to rate the relevance of course content from 'not relevant' through to 'leading edge'. 89% of responding employers thought that the training provided by the vocational education and training sector was at least 'mostly current and useable by the industry'. Of these, 8% thought that course content was 'at the leading edge of industry needs'.

Table 5.3 reports by jurisdiction, the level of employer satisfaction with regard to the relevance of course content in 1997.

Table 5.3: Employers' Satisfaction with the Relevance of Course Content

by State/Territory, 1997 (Per Cent)

	NSW	VIC	QLD	SA	WA	TAS	NT	ACT	AUS
Not relevant to the industry's current needs	8	3	10	7	7	4	11	7	7
Mostly current and useable by the industry	43	52	51	48	40	51	40	56	47
Directly relevant to the needs of the industry	35	32	30	37	41	41	37	25	34
At the leading edge of industry needs	9	9	8	8	5	3	10	6	8
Can't say	6	3	2	1	7	1	2	6	4
Total	100	100	100	100	100	100	100	100	100

Value of Training

In addition to aspects relating to the relevance of training, employers were questioned on their attitude to the vocational education and training system generally including whether or not employers agreed with the statements 'training pays for itself through increased worker productivity', 'on-the-job skills are more useful than skills obtained through formal vocational education' and 'it is more cost effective to recruit trained people than to train people on the job'. Table 5.4 (below) reports the degree of agreement with these statements from employers in each jurisdiction.

Table 5.4: Employers' Views on the Value of Training

Various Perspectives, By State/Territory, 1997 (Per Cent)

	NSW	VIC	QLD	SA	WA	TAS	NT	ACT	AUS
'training pays for itself through increased worker productivity'									
Agreed	70	72	79	72	72	77	68	67	73
Disagreed	15	12	12	18	18	13	20	16	14
'on-the-job skills are more useful than skills obtained through formal vocational education'									
Agreed	59	63	66	65	61	57	70	67	62
Disagreed	10	15	16	18	13	18	15	9	13
'it is more cost-effective to recruit trained people than to train people on the job'									
Agreed	44	53	61	52	48	54	56	46	51
Disagreed	37	26	25	28	28	29	34	36	30

*Percentages do not total to 100 due to 'can't say' and 'neutral' responses

In the 1997 survey, almost three quarters of responding employers (73%) agreed with the statement that 'training pays for itself through increased worker productivity'. By comparison, only 64% of employers agreed with this statement in the 1995 survey. The statement 'it is more cost-effective to recruit trained people than to train people on the job' received the least support from employers in 1997 with 51% agreeing and 30% disagreeing. Despite the lower level of agreement with this statement in 1997, the value reported was higher than that recorded in 1995 (46%). In relation to the statement, 'on-the-job skills are more useful than skills obtained through formal vocational education', 62% of employers who responded in 1997 agreed with the statement while 13% disagreed. No comparative figures are available from the 1995 survey.

The above findings indicate that an increasing majority of surveyed employers are recognising the productivity benefits derived from vocational education and training and that a small majority prefer to recruit trained people. Almost two-thirds of employer respondents believe that training is more useful when conducted in the workplace.

SIZE OF ENTERPRISE INFLUENCES

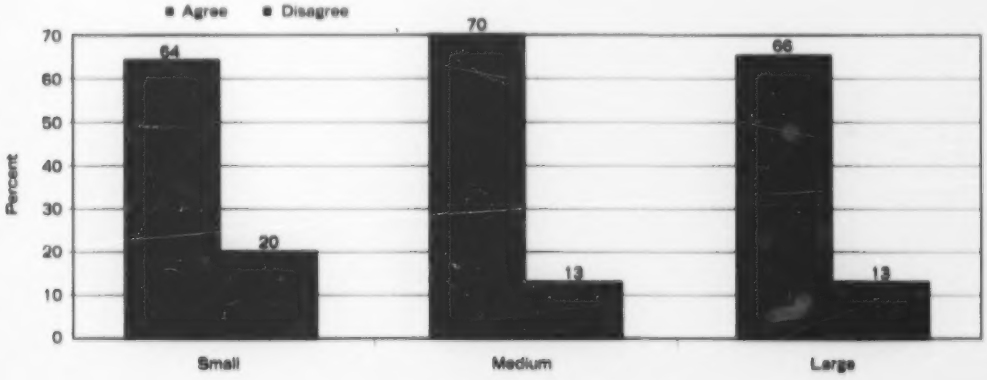
Employer perceptions and attitudes to vocational education and training were found to vary marginally in relation to enterprise size, that is, between small enterprises (one to 19 employees), medium enterprises (20 to 99 employees) and large enterprises (over 99 employees).

In 1997, the overall satisfaction with vocational education and training among employers within small enterprises was 6.6, compared with 6.7 in medium enterprises, and 6.7 among large enterprises. While the level of satisfaction reported by large employers had declined from 1995 levels (7.6), employers from medium sized businesses reported enhanced satisfaction levels above those reported in 1995 (6.4). The level of satisfaction reported by small enterprises has remained the same over the period.

Some differences were also evident in the level of agreement employers indicated with respect to the statement "The VET system is providing graduates with skills appropriate to employers' needs" (Figure 5.2). Employers from medium sized enterprises were the most positive about the VET system providing graduates with skills appropriate to employers' needs with 70% agreeing and 13% disagreeing with the statement. Employers from small enterprises were the least satisfied and recorded the lowest percentage agreeing (64%) and the highest percentage disagreeing (20%).

Figure 5.2: Employers' Views on the Appropriateness of VET Graduates' Skills

by Enterprise Size, 1997 (Per Cent)



Some differences in employers' satisfaction with the relevance of course content were also revealed in relation to enterprise size. A higher proportion of responding employers from small enterprises (9%) considered vocational education and training to be 'at the leading edge of industry needs' compared with 5% and 4% of employers from medium and large enterprises respectively (see Table 5.5).

Table 5.5: Employers' Satisfaction with the Relevance of Course Content

by Enterprise Size, 1997 (Per Cent)

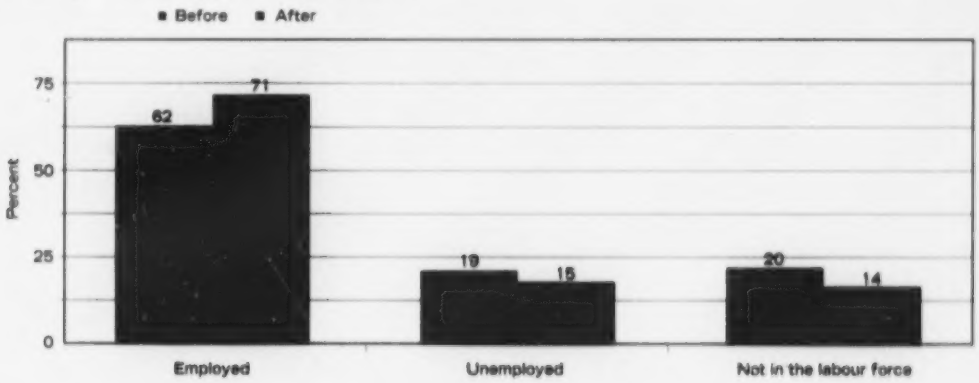
	Enterprise Size		
	Small	Medium	Large
Not relevant to the industry's current needs	**8**	**5**	**3**
Mostly current and usable by the industry	46	50	55
Directly relevant to the needs of the industry	33	36	36
At the leading edge of industry needs	9	5	4
Can't say	4	4	2
Total	100	100	100

By comparison with employers from medium and large enterprises, a higher proportion of employers from small enterprises considered course content as 'not relevant to the industry's current needs' (8%).

It can be inferred from the above findings that among all enterprises, small businesses have the widest range of perceptions with regard to the relevance of course content to their needs.

Figure 6.1: Labour Force Status of 1996 TAFE Graduates

Percentage Distribution Before and After TAFE Course



Source: TAFE Graduate DeStination Survey 1997, excluding nil responses

Figure 6.2 (below) provides a more detailed description of the employment patterns of TAFE graduates prior to, during, and after the completion of their studies. It should be noted that the proportion of those in full-time employment after graduation represent almost half of all TAFE graduates who responded to the survey.

Figure 6.2: TAFE Graduate Work Patterns

Before, During and After 1996 TAFE Studies

Before Commencing Course
(before 1996)

- 37% in full-time work
- 25% in part-time work
- 14% looking for full-time work
- 4% looking for part-time work
- 20% not looking for work

60,246 graduates*

During Course
(during 1996)

- 36% in full-time work
- 25% in part-time work
- 39% not working

59,848 graduates*

After Graduating
(May 1997)

- 49% in full-time work
- 21% in part-time work
- 11% looking for full-time work
- 5% looking for part-time work
- 14% not looking for work

58,262 graduates*

Source: Derived from data from the 1997 TAFE Graduate Destination Survey

*Numbers differ due to percentages being based on valid responses only for each question.

6. Student Outcomes from Vocational Education and Training

Vocational education and training provides participants with the skills required to gain initial employment and to further improve their employment prospects throughout their working life. The key performance measure, KPM 4 - *Student employment outcomes and prospects before and after participation in vocational education and training* focuses on measuring the extent to which the vocational education and training experience contributes toward the achievement of an individual's employment goals.

The performance measures reported in this chapter are derived from the responses to the 1997 TAFE Graduate Destination Survey; a census of students who graduated from a TAFE course of at least 200 hours duration in 1996 to which 55% of graduates responded. The survey sought to obtain information to measure TAFE graduates' employment outcomes, their main reasons for undertaking their course, whether their course helped them to achieve these reasons, and other opinions about their experience at TAFE. Time series comparisons, using data collected from a similar survey conducted during 1995, are made at the end of the chapter as appropriate.

Although student outcomes performance information is currently limited to the employment outcomes of TAFE graduates from Technical and Further Education (TAFE) institutions only, it is intended that future measurement against KPM 4 will be expanded to include responses from a broader range of vocational education and training participants including those who undertake publicly funded training in community and private registered training organisations, and those who participate in shorter training programs which do not necessarily lead to a full qualification.

EMPLOYMENT OUTCOMES

The primary measure reported in this chapter relates to the employment outcomes attained by vocational education and training participants, referenced against their employment situation prior to commencing their training program. As at May 1997, 71% of TAFE graduates who had completed their vocational education and training during 1996 were in employment. A further 15% were unemployed, while 14% were not in the labour force. Table 6.1 (below) reports by jurisdiction, the labour force status of 1996 TAFE graduates as at May 1997. Although variations in graduate employment outcomes are observed across jurisdictions, the vast majority of graduates are found to be in employment after the completion of their vocational education and training.

Table 6.1: Labour Force Status of 1996 TAFE Graduates in May 1997

by Labour Force Status and State/Territory, (Per Cent)

	NSW	VIC	QLD	SA	WA	TAS	NT	ACT	AUS
Employed	71	70	67	79	69	81	74	67	71
Unemployed	15	17	19	12	14	13	11	16	15
Not in the Labour Force	15	13	14	9	17	7	15	17	14

Source: TAFE Graduate Destination Survey 1997, p14

Of those TAFE graduates who completed their vocational education and training program during 1996, 62% indicated that they were in employment prior to commencing their vocational education and training program, 19% advised that they were unemployed and 20% were not looking for work. Figure 6.2 (next page) illustrates the differences observed in the employment status of 1996 TAFE graduates prior to commencing, and after the completion of, their vocational education and training.

It is also of some significance to note that of those graduates who were unemployed prior to the commencement of their vocational education and training, almost half (46%) were in employment six months after graduation. Table 6.2 (below) illustrates the employment outcomes for graduates who were unemployed prior to the commencement of their vocational education and training.

Table 6.2: Labour Force Status at 30 May 1997 of 1996 TAFE Graduates who were unemployed prior to commencing training

By Labour Force Status, (Per Cent)

	NSW	VIC	QLD	SA	WA	TAS	NT	ACT	AUS
Employed	45	46	41	57	49	63	44	33	46
Unemployed	40	40	45	32	36	29	30	48	40
Not in the Labour Force	15	14	14	11	16	8	26	19	14

Source: NCVER data derived from 1997 TAFE Graduate Destinations Survey

REASONS FOR UNDERTAKING VOCATIONAL EDUCATION AND TRAINING

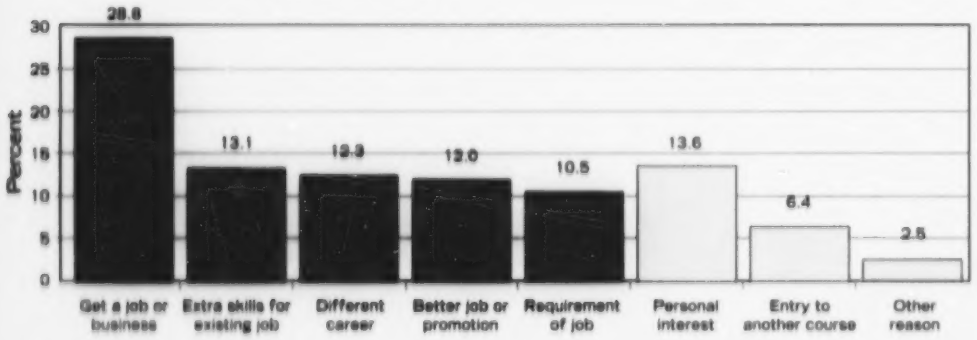
Another perspective of performance against this key performance measure can be obtained from an assessment of the reasons provided by graduates for undertaking vocational education and training, and in particular those reasons that are employment related. The degree to which these objectives were fulfilled through participation in vocational education and training is also examined.

In the 1997 survey, graduates were asked to nominate their main reason for undertaking vocational education and training. The largest single reason, which accounted for 29% of responses, was 'to get a job (or own business)'. A total of 77% of all graduate respondents indicated that they had undertaken vocational education and training with the objective of changing and/or improving their existing employment situation.

Figure 6.3 shows the distribution of the main reasons for undertaking vocational education and training that were identified by all graduates across Australia.

Figure 6.3: TAFE Graduates' Main Reason for Doing Course

By Reason, Vocational / Non Vocational, (Per Cent)



Source: TAFE Graduate Destination Survey 1997, p 47

Table 6.3 describes the proportional distribution of main reasons for undertaking vocational education and training identified by graduates in each jurisdiction in 1997. A significantly higher percentage of Tasmanian TAFE graduates listed vocational reasons as the main basis for deciding to undertake their TAFE course than did graduates from most other jurisdictions.

Table 6.3: TAFE Graduates' Main Reason for Doing Course

By Vocational / Non Vocational Reason and State/Territory, (Per Cent)

	NSW	VIC	QLD	SA	WA	TAS	NT	ACT	AUS
Vocational	75	78	79	84	72	89	75	74	77
Non-Vocational	24	21	20	15	28	10	23	25	23

Source: TAFE Graduate Destination Survey 1997, p. 47

The degree to which participation in vocational education and training actually assisted TAFE graduates to realise their main reason for undertaking vocational education and training is also of considerable importance when assessing the effectiveness of the vocational education and training sector in meeting the needs of students.

Of those graduate respondents who identified a vocational objective as the main reason for undertaking vocational education and training, 59% believed that completion of the course had wholly assisted them in achieving their employment-related objective, while a further 17% believed that the course had partly helped them to achieve their vocational objective (refer to Table 6.4).

Table 6.4: Whether TAFE Course Helped Achieve Main Reason for Doing Course

by Vocational / Non-Vocational Reason, 1997 (Per Cent)

To get job (or own business)	**48**	**18**	**15**	**19**	**100**
To try for a different career	48	20	12	20	100
To get a better job or promotion	49	22	11	19	100
It was a requirement of my job	89	6	2	2	100
To get extra skills for my job	77	17	2	4	100
Vocational reasons	**59**	**17**	**10**	**14**	**100**
To get into another course of study	76	12	3	8	100
For interest or personal development	79	15	2	4	100
Other reasons	57	22	8	13	100
Non-Vocational reasons	**76**	**15**	**3**	**6**	**100**
Total	**63**	**17**	**8**	**12**	**100**

Source: Derived by the NCVER from TAFE Graduate Destination Survey 1997

Employment Advantages from Vocational Education and Training

The labour force status of TAFE graduates, after completion of their vocational education and training, cannot be readily correlated with the completion of the program. The perceptions of graduates with regard to the employment advantages they received that were directly attributed to doing a TAFE course, provide an understanding of this relationship.

Graduates who were employed at 30 May 1997 were asked to provide multiple responses to a list of four employment advantages which they believed they had received as a result of completing their TAFE course. Over half of respondents believed that at least one of the listed improved employment outcomes was linked to the completion of their vocational education and training. Furthermore, 28% of respondents indicated an increase in earnings, 20% a promotion or increased status at work, and 29% a change of job (or obtaining employment) had resulted from the completion of a TAFE course.

Table 6.5: TAFE Graduates' Perceived Employment Advantages from Doing a TAFE Course

Employed Graduates only, 1997 (Per Cent)

	Males	Females	Persons
All employed graduates			
An increase in earnings	32	25	28
A promotion (or increased status at work)	23	17	20
Change of job (or got a job)	24	34	29
None of the above	41	44	43
Don't know	4	4	4
All employed graduates who undertook a course for work reasons			
An increase in earnings	35	28	31
A promotion (or increased status at work)	24	19	22
Change of job (or got a job)	25	37	31
None of the above	38	38	38
Don't know	4	4	4

RELEVANCE OF TRAINING TO EMPLOYMENT

Over three quarters of employed graduate respondents (77%) indicated that they thought their course was highly relevant or of some relevance to their main job, while 23% considered their course to be of very little or no relevance. It should be noted that these figures relate to the overall view of employed graduates as to the relevance of their TAFE course to their current work. Accordingly, such figures include graduates who may have undertaken a course relevant to their preferred future employment situation, rather than their current situation.

It is most likely that those graduates whose main reason for undertaking their course was either 'it was a requirement of my job' or 'to get extra skills for my job' would most want their course to be relevant to their employment. Of those for whom 'it was a requirement of my job' was the main reason, 93% thought their course to be of high or some relevance to their employment while 7% thought it to be of very little or no relevance. Of those for whom 'to get extra skills for my job' was the main reason, 90% thought their course to be of high or some relevance to their employment, while 10% thought it to be of very little or no relevance.

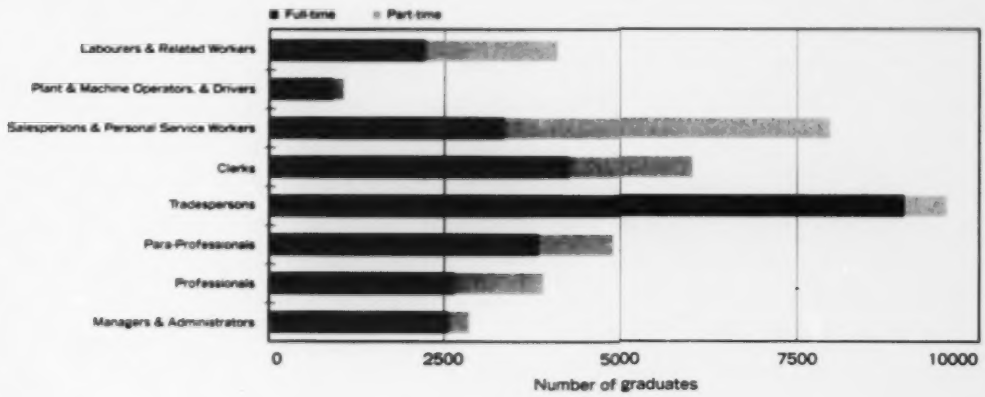
OCCUPATIONAL OUTCOMES OF GRADUATES

People employed as 'tradespersons' account for the largest single occupational group among TAFE graduate respondents to the 1997 Graduate Destination Survey, with approximately one-quarter of graduates being employed in this manner. A further 21% are employed as 'salespersons and personal service workers', while 15% of respondents described themselves as being employed as 'clerks'.

The three occupation categories where graduates were most likely to be employed full-time were 'tradespersons' (with 93% being full-time), 'managers and administrators' (87%), and 'plant and machine operators, drivers' (79%). The three occupational categories with the highest percentages of part-time employed were 'salespersons and personal service workers' (with 58% being part-time), 'labourers and related workers' (55%), and clerks (31%). Figure 6.4 (below) reports the occupational distribution of TAFE graduate respondents with respect to their employment status.

Figure 6.4: Occupation of Employed TAFE Graduates

By Full/Part-time Status, 1997 (Number of Graduates)



STUDENT OUTCOMES IN 1995 AND 1997

This section provides a time series analysis of the employment related outcomes achieved by graduates in both 1995 and 1997.

The labour force status of graduates responding to the 1997 TAFE Graduate Destination Survey before, during and after their TAFE course was similar to the pattern of employment reported in the 1995 TAFE Graduate Destination Survey. The largest differences occurred in relation to the proportions of graduates who were employed full-time or part-time after their course.

About 72% of respondents in 1995 were employed after their course compared with 71% of respondents in 1997. Some 53% of employed respondents from 1995 were working full-time and 19% part-time, compared with 49% and 21% respectively in 1997. This outcome, which indicates a slight shift towards part-time work for recent graduates over the period 1995 to 1997, is consistent with employment trends observed generally.

The degree to which graduates believed that the completion of their vocational education and training helped them to achieve their main reason for undertaking such training has remained much the same between 1995 and 1997. The largest difference occurred in relation to graduates whose main reason for undertaking the course was 'to get a job (or own business)'. Here, 66% of respondents in 1997 thought that their course had helped them or partly helped them to achieve this main reason for doing their course compared with 71% of respondents in 1995.

The percentage of employed graduates perceiving their course to be highly relevant or of some relevance to their employment was also unchanged from 1995 to 1997.

Table 6.6: Main Reason for Doing TAFE Course

by Whether Course Helped to Achieve Main Reason, 1995 and 1997 (Per Cent)

To get a job (or own business)	**52**	**48**	**19**	**18**
To try for a different career	49	48	20	20
To get a better job or promotion	52	49	22	22
It was a requirement of my job	89	89	7	6
To get extra skills for my job	76	77	17	17
To get into another course of study	78	76	11	12
For interest or personal development	80	79	14	15
Other reasons	60	57	19	22
Total	64	63	17	17

7. What VET Provides for Particular Client Groups

This chapter provides information on how well the vocational education and training system serviced particular groups in the Australian community during 1997. A key government objective of vocational education and training is to provide equitable outcomes. The key performance measure, KPM 5 - *Vocational education and training participation, outputs and outcomes achieved by client groups* measures the participation rates, completion rates and outcomes for different vocational education and training equity client groups and compares these with those obtained by all participants in vocational education and training. In essence, the new KPM 5 is an assessment of several of the other KPMs for each particular client group. Previously, in both 1995 and 1996, the measure of equity within the vocational education and training system was limited to participation by client group.

The following individual client groups are considered:

- females
- people from rural and remote areas
- indigenous Australians
- people from a non-English speaking background, and
- people with a disability.

Data is presented on each of the these client groups by State and Territory. Firstly, for each group, participation and achievement (outputs) data is presented followed by a consideration of vocational education and training outcomes realised.

It should be noted that attempts to monitor client groups in vocational education and training rely on the self-identification of people as a member of these groups via their enrolment forms. As substantial numbers of people choose not to answer questions on their enrolment form which identify their ethnicity, aboriginality or disability, the following data is indicative only. The participation data should also be considered with care because the normal practice of reporting participation rates as proportions in vocational education and training relative to proportions in the wider community aged 15-64 has not been applied. Instead, proportions of all ages in the community has been used as a reference point because a breakdown of data by the 15-64 age cohort has not been available for all client groups.

PARTICIPATION AND ACHIEVEMENT

Female Clients

The rates of participation in vocational education and training by females and males for 1997 are shown in Table 7.1 nationally and for each State and Territory. These data show that male participation nationally continues to be higher than female participation, although the reverse is true in some jurisdictions. This finding should be considered within the context of the level and area of participation.

About 25% of all clients enrolled in vocational programs nationally, were enrolled in the 'business, administration, economics' field of study category in 1997. A further 20% were enrolled in the 'TAFE multi-field education category' that includes pre-vocational/ pre-employment studies, English as a second language, functional literacy and numeracy, general secondary education and qualifying education, general skills development and school-tertiary education link courses. The next most popular field of study categories were 'engineering, surveying' and 'services, hospitality and transportation'. For males, the dominant field of study category in 1997 was 'engineering, surveying' whereas the dominant field of study category for females was 'business, administration, economics'. As a proportion of the gender group, considerably more females are enrolled in 'TAFE multi-field education' than males.

Women are more likely than men to enrol in non-award courses. The range of vocational education and training programs and industries in which women participate is relatively narrow. Women in contracts of training (ie. apprentices and trainees) are predominantly clustered in a small number of occupations and industries and, while women are well represented in many levels of qualifications, they remain poorly represented in trade certificate courses.

Table 7.1: Vocational Education and Training Participation

by Sex and State/Territory, 1997 (Per cent)

	NSW	VIC	QLD	SA	WA	TAS	NT	ACT	AUS
Females (aged 15 to 64)	10.6	10.9	6.5	11.6	7.8	6.8	10.1	6.7	9.5
Males (aged 15 to 64)	10.1	14.0	7.4	10.4	8.7	8.7	9.7	7.3	10.4
All persons (aged 15 to 64)	10.4	12.4	7.0	11.0	8.2	7.7	9.9	7.0	10.0
All persons (all ages)	7.7	8.9	6.0	9.1	5.8	5.2	7.5	5.6	7.5

Source: Derived using NCVER data and ABS 1997 June Quarter Estimated Resident Population data

The pass and completion rates for female and male students in vocational education and training in 1997 are shown in Tables 7.2 and 7.3. As evidenced in the tables, females across Australia achieved slightly better pass and completion rates than males in 1997.

Table 7.2: Module Load Pass Rate

by Sex and State/Territory, 1997 (Per Cent)

	NSW	VIC	QLD	SA	WA	TAS	NT	ACT	AUS
Female	78.2	83.7	91.6	93.0	92.1	84.7	76.3	76.0	83.6
Male	77.5	79.8	92.8	90.6	91.3	80.7	74.4	74.0	82.3
All persons	77.9	81.6	92.3	91.7	91.6	82.5	75.2	75.0	82.9

Table 7.3: Module Load Completion Rate

by Sex and State/Territory, 1997 (Per Cent)

	NSW	VIC	QLD	SA	WA	TAS	NT	ACT	AUS
Female	80.8	81.4	83.3	91.6	88.1	89.0	78.7	81.0	82.7
Male	80.4	79.7	83.8	89.8	89.0	87.6	77.9	80.1	82.1
All persons	80.6	80.5	83.6	90.6	88.6	88.3	78.2	80.6	82.4

People from Rural and Remote Areas

Participation rates in vocational education and training by region and State/Territory during 1997 are shown in Table 7.4. The data show that national participation by people living in rural and remote regions is higher by 0.7 percentage points than the participation rate for Australians on average (For a definition of each region, refer to Part C).

During 1997, the course enrolment profile of rural and remote clients was broadly comparable with the national profile of all students.

Table 7.4: Vocational Education and Training Participation

by Region, All Ages, 1997 (Per cent)

	NSW	VIC	QLD	SA	WA	TAS	NT	ACT	AUS
Capital city	7.1	7.5	5.8	7.3	5.3	4.6	7.9	4.4	6.8
Other metropolitan	7.0	8.8	5.9	*	*	*	*	*	6.9
Rural	8.2	12.2	6.1	7.4	6.6	4.8	6.0	*	8.3
Remote	6.5	23.8	6.6	12.0	8.6	11.1	7.5	*	8.1
All persons*	7.8	9.0	6.1	9.1	5.9	5.2	7.9	5.7	7.6

*Numbers too small to calculate a meaningful rate.

Source: Derived using NCVER data for clients and ABS population data

The pass and completion rates by geographical region for vocational education and training participants during 1997 are shown respectively in Tables 7.5 and 7.6 below. People from rural and remote regions, on average, have higher pass and completion rates than Australian VET students as a whole.

Table 7.5: Module Load Pass Rate

by Region and State/Territory, 1997 (Per Cent)

	NSW	VIC	QLD	SA	WA	TAS	NT	ACT	AUS
Capital City	77.6	80.9	92.8	90.5	91.5	81.1	72.8	74.4	82.3
Other Metro	80.0	88.9	92.6	92.7	97.9	*	91.3	75.6	83.8
Rural	77.3	82.9	91.2	95.5	92.1	86.5	78.7	86.1	83.9
Remote	72.5	89.7	92.6	96.5	91.5	85.6	79.4	*	88.1
All persons	77.9	81.6	92.3	91.7	91.6	82.5	75.2	75.0	82.9

*Numbers too small to calculate a meaningful rate.

Table 7.6: Module Load Completion Rate

by Region and State/Territory, 1997 (Per Cent)

	NSW	VIC	QLD	SA	WA	TAS	NT	ACT	AUS
Capital city	80.2	79.8	83.2	89.5	88.3	86.9	76.5	80.1	81.8
Other metropolitan	82.2	84.0	84.7	91.6	92.8	*	87.2	79.8	83.2
Rural	80.6	82.6	82.7	93.8	88.7	91.1	80.8	88.9	83.3
Remote	74.6	87.9	85.9	94.9	88.6	88.6	80.9	*	84.6
All persons	80.6	80.5	83.6	90.6	88.6	88.3	78.2	80.6	82.4

*Numbers too small to calculate a meaningful rate.

Indigenous Australians

The information provided in Table 7.7 indicates that a minimum of 2.6% of vocational education and training participants identify as being an indigenous Australian which is higher than the corresponding figure of 2% for the broader Australian population. Given that over 21% of vocational education and training clients did not indicate whether they identified as indigenous or not, it would be expected that the participation of indigenous Australians is higher than 2.6%. Considering only those clients for which indigenous status identification was reported, an estimate of overall participation is derived as 3.4%.

Table 7.7: Vocational Education and Training Participation

By indigenous Australian identification and State/Territory, All Ages, 1997 (Per Cent)

	NSW	VIC	QLD	SA	WA	TAS	NT	ACT	AUS
Students reported as indigenous	2.3	0.7	4.8	1.6	5.0	3.0	31.7	1.3	2.6
Students reported as non-indigenous	77.4	79.9	83.7	49.8	63.8	90.7	56.3	93.2	75.6
Students with client group not reported	20.3	19.4	11.5	48.6	31.2	6.3	12.0	5.5	21.8
Indigenous peoples as proportion of total population	1.7	0.5	2.9	1.4	3.0	3.0	24.4	1.0	2.0

Source: Derived using NCVER data for clients and ABS 1996 Census data

Although indigenous Australians may be well represented in vocational education and training overall, they tend to be concentrated in lower level and shorter courses by comparison with the total vocational education and training population, with half of all indigenous Australians being enrolled in the TAFE multi-field education area. In 1997, about 28% of indigenous Australian enrolments were undertaking AQF Certificate I and II courses (compared with 13% of all participants). About 11% of indigenous Australian enrolments were in Diplomas and AQF Certificate IV and equivalent courses by comparison with about 23% of all enrolments.

The pass and completion rates for indigenous Australian students in vocational education and training during 1997 are shown in the Tables 7.8 and 7.9 below. The pass and completion rates for indigenous Australians are substantially below those achieved by all participants in vocational education and training.

Table 7.8: Module Load Pass Rate

By indigenous Australian identification and State/Territory, 1997 (Per Cent)

	NSW	VIC	QLD	SA	WA	TAS	NT	ACT	AUS
Students reported as indigenous	63.4	70.8	80.7	89.4	82.2	81.7	68.9	64.2	72.4
Students reported as non-indigenous	78.6	81.5	93.1	92.4	92.9	82.6	78.0	75.2	83.2
Students with client group not reported	76.3	84.3	89.7	90.5	89.2	76.0	81.4	71.9	83.2
All persons	77.9	81.6	92.3	91.7	91.6	82.5	75.2	75.0	82.9

Table 7.9: Module Load Completion Rate

By indigenous Australian Identification and State/Territory, 1997 (Per Cent)

	NSW	VIC	QLD	SA	WA	TAS	NT	ACT*	AUS
Students reported as indigenous	**63.4**	**66.8**	**70.0**	**86.1**	**79.2**	**87.5**	**71.1**	**71.4**	**70.1**
Students reported as non-indigenous	81.4	80.5	84.7	91.2	89.5	88.3	81.3	80.8	82.8
Students with client group not reported	78.3	82.7	82.0	90.0	87.0	85.1	86.1	77.7	83.1
All persons	80.6	80.5	83.6	90.6	88.6	88.3	78.2	80.6	82.4

People from a Non-English Speaking Background

The participation and attainment of people from a non-English speaking background is considered firstly for those vocational education and training participants who reported speaking a language other than English at home, and secondly, for those participants who indicated that they were born in a country where the English language was not predominant.

In 1997, 12.4% of the Australian vocational education and training population reported that they spoke a language other than English at home. Given that over a quarter of clients did not indicate whether or not they spoke a language other than English at home, the above figure represents a minimum percentage. An estimate of the actual percentage of clients from a non-English speaking background has been calculated as approximately 17.2%, based on the responses from those participants who actually reported the language/s they spoke at home.

As the corresponding proportion of the Australian population who speak a language other than English at home is 15.1%, indications are that people who speak a language other than English at home are participating in vocational education and training at a rate which is comparable with that of the general population. Over 40% of the client group who reported speaking a language other than English at home were enrolled in the 'TAFE multi-field education' field of study category.

Table 7.10 (below) reports vocational education and training participation rates, by jurisdiction, with respect to language spoken at home by clients.

Table 7.10: Vocational Education and Training Participation

By Language Spoken at Home and State/Territory, All Ages, 1997 (Per Cent)

	NSW	VIC	QLD	SA	WA	TAS	NT	ACT	AUS
Students who reported speaking a Language other than English at home	16.3	13.5	7.5	6.4	8.6	3.6	13.6	18.4	12.4
Students who reported speaking only English at home	61.9	64.5	66.7	43.7	45.4	13.1	49.8	73.0	59.5
Students with client group not reported	21.8	22.0	25.8	49.8	46.0	83.3	36.6	8.6	28.0
Persons who speak a language other than English at home as proportion of total population	18.2	20.2	6.9	12.3	11.6	3.4	23.3	13.9	15.1

Source: Derived using NCVER data for clients and ABS 1996 Census data

Table 7.11 reports vocational education and training participation rates, by jurisdiction, with respect to the English-speaking nature of each client's country of birth. An estimate of the actual percentage of vocational education and training participants born in a non-English speaking country that approximates 16% may be derived when data is limited to those clients who reported their country of birth.

As 13.3% of the Australian population do not speak English at home, indications are that people who were born in a non-English speaking country are participating in vocational education and training at a level at least equal to their representation in the general population. However, notwithstanding their overall level of representation, such clients tend to be highly represented in the lower skill level preparatory courses and are not well represented in operatives, trades and skilled level courses.

Table 7.11: Vocational Education and Training Participation

By English-speaking Country of Birth and State/Territory, All Ages, 1997 (Per Cent)

	NSW	VIC	QLD	SA	WA	TAS	NT	ACT	AUS
Students who reported being born in a non-English speaking country	14.8	13.5	9.6	7.5	8.9	6.0	6.1	17.6	12.3
Students who reported being born in a main English speaking country	64.2	65.1	81.2	45.5	45.3	92.2	61.3	74.4	64.3
Students with client group not reported	21.0	21.3	9.2	46.9	45.8	1.7	32.6	8.0	23.3
Persons born in a non-English speaking Country as a proportion of total Population	15.8	17.1	7.3	10.6	11.8	3.9	8.1	13.8	13.3

Source: Derived using NCVER data for clients and ABS 1996 Census data

The pass and completion rates obtained by vocational education and training students who reported speaking a language other than English at home in 1997 are shown in Tables 7.12 and 7.13 below. In general, students who reported speaking a language other than English at home have lower pass and completion rates than students who reported speaking only English at home.

Table 7.12: Module Load Pass Rate

By Language Spoken at Home and State/Territory, 1997 (Per Cent)

	NSW	VIC	QLD	SA	WA	TAS	NT	ACT	AUS
Students who reported speaking a language other than English at home	75.5	77.0	92.6	87.6	91.2	53.5	70.3	62.0	77.4
Students who reported speaking only English at home	78.9	82.8	92.5	92.9	93.1	91.0	74.6	81.0	84.0
Students with client group not reported	76.7	83.7	91.4	90.8	89.9	83.7	79.6	62.9	84.6
All persons	77.9	81.6	92.3	91.7	91.6	82.5	75.2	75.0	82.9

Table 7.13: Module Load Completion Rate

By Language Spoken at Home and State/Territory, 1997 (Per Cent)

	NSW	VIC	QLD	SA	WA	TAS	NT	ACT	AUS
Students who reported speaking a language other than English at home	78.8	76.3	78.7	89.7	87.9	68.1	72.6	71.3	78.3
Students who reported speaking only English at home	81.5	81.6	84.2	91.4	88.8	93.4	78.2	84.5	83.1
Students with client group not reported	79.4	82.2	84.1	89.7	88.4	88.9	82.1	71.6	84.0
All persons	80.6	80.5	83.6	90.6	88.6	88.3	78.2	80.6	82.4

The pass and completion rates for VET students in 1997 who reported being born in a mainly non-English speaking country are shown in Tables 7.14 and 7.15 below. On average, students who reported being born in a non-English speaking country have lower pass and completion rates than students who reported being born in an English speaking country.

Table 7.14: Module Load Pass Rate

By English-speaking Country of Birth and State/Territory, 1997 (Per Cent)

	NSW	VIC	QLD	SA	WA	TAS	NT	ACT	AUS
Students who reported being born in a non-English speaking country	75.2	77.8	93.4	87.8	90.9	59.3	71.6	59.7	78.1
Students who reported being born in a mainly English speaking country	78.7	82.3	92.3	92.7	93.2	84.5	73.8	80.7	83.8
Students with client group not reported	77.3	85.4	89.4	90.9	89.8	35.6	80.7	69.3	84.2
All persons	77.9	81.6	92.3	91.7	91.6	82.5	75.2	75.0	82.9

Table 7.15: Module Load Completion Rate

By English-speaking Country of Birth and State/Territory, 1997 (Per Cent)

	NSW	VIC	QLD	SA	WA	TAS	NT	ACT	AUS
Students who reported being born in a non-English speaking country	78.4	76.6	79.9	90.2	87.7	72.2	77.5	69.6	78.6
Students who reported being born in a mainly English speaking country	81.3	81.3	84.2	91.2	88.9	89.4	76.9	84.3	83.0
Students with client group not reported	79.9	83.8	82.9	89.7	88.4	53.2	82.4	75.7	84.2
All persons	80.6	80.5	83.6	90.6	88.6	88.3	78.2	80.6	82.4

People with a Disability

In 1997, only 3.3% of participants in vocational education and training reported having a disability. As for other client groups, a high non response rate was also recorded. Differences in the definition of 'disability' used by the ABS and the AVETMISS data standard (used for the national vocational education and training collection) have precluded the possibility of making meaningful comparisons of participation for persons with a disability against their proportion in the general population. The AVETMISS standard classifies a disability to be both significant and permanent whereas the ABS defines a disability more broadly to encompass restrictions or impairments which had lasted, or are likely to last, for a period of six months or more. It is intended to align these standards in the future.

Table 7.16: Vocational Education and Training Participation

By Reported Disability and State/Territory, All Ages, 1997 (Per Cent)

	NSW	VIC	QLD	SA	WA	TAS	NT	ACT	AUS
Students reported as having a disability	4.1	2.9	3.6	2.2	2.2	4.7	2.9	4.3	3.3
Students reported as not having a disability	68.7	79.3	84.7	40.3	*96.7	86.1	66.2	79.5	73.9
Students with client group not reported	27.2	17.9	11.7	57.4	*1.1	9.2	30.8	16.2	22.7
Persons with a disability as a proportion of total population	16.9	18.3	18.8	20.6	18.2	18.5	12.3	15.8	18.0

Source: Derived using NCVER data for clients and ABS population data
*The 'Students with client group not reported' for Western Australia is understated due to a system default to 'Students reported as not having a disability'.

Relative to those clients not reporting a disability, the participation in vocational education and training of those persons who report a disability is skewed towards the lower skill level courses. Such clients also tend to be over-represented in programs where there is low or declining labour market demand. These patterns are likely to contribute to poor employment outcomes after program completion. Half of all people with a disability undertaking a vocational education and training program were enrolled in 'TAFE multi-field education' courses.

The pass and completion rates for vocational education and training students who reported having a disability in 1997 are shown in Tables 7.17 and 7.18 below. On average, students who reported having a disability have lower pass and completion rates than students who reported as not having a disability.

Table 7.17: Module Load Pass Rate

By Reported Disability and State/Territory, 1997 (Per Cent)

	NSW	VIC	QLD	SA	WA	TAS	NT	ACT	AUS
Students reported as having a disability	71.9	75.6	89.5	90.4	88.3	77.9	69.3	66.3	76.5
Students reported as not having a disability	78.4	82.1	92.7	92.2	91.7	82.7	73.6	74.5	83.5
Students with client group not reported	76.7	80.0	88.0	91.0	92.8	83.1	81.5	78.9	81.0
All persons	77.9	81.6	92.3	91.7	91.6	82.5	75.2	75.0	82.9

Table 7.18: Module Load Completion Rate

By Reported Disability and State/Territory, 1997 (Per cent)

	NSW	VIC	QLD	SA	WA	TAS	NT	ACT	AUS
Students reported as having a disability	76.6	75.9	78.6	89.4	84.9	84.1	74.4	74.9	77.6
Students reported as not having a disability	81.2	80.8	84.2	91.1	88.7	88.4	77.0	80.2	82.8
Students with client group not reported	78.7	79.6	79.1	89.8	88.5	87.3	83.1	83.3	81.2
All persons	80.6	80.5	83.6	90.6	88.6	88.3	78.2	80.6	82.4

CLIENT GROUP OUTCOMES

Using the data available from the 1997 TAFE Graduate Destination Survey, this section looks at the lead indicators of employment outcomes and whether or not graduates perceived their course to have helped them achieve their main reason for doing the course, by the equity group identifiers indigenous Australians, non-English speaking background persons, persons with a disability, and gender. Information is not available for clients of providers other than TAFE because the scope of the 1997 Graduate Destination Survey included TAFE clients only.

Employment Outcomes for Client Groups

As Table 7.19 shows, persons identifying with an equity group have significantly lower percentages in employment and higher percentages of unemployment compared with graduates overall.

Table 7.19: Labour Force Status of 1996 TAFE Graduates

By Client Group, 30 May 1997 (Per Cent)

	Employed	Unemployed	Not in labour force	Total
Indigenous Australians	52	22	26	100
Non-Indigenous Australians	71	15	14	100
Speakers of languages other than English	60	20	20	100
Speakers of English only	76	13	11	100
Report a disability	50	24	26	100
Report no disability	72	15	13	100
Females	66	17	18	100
Males	78	13	9	100
Total	71	15	14	100

Were Client Group Reasons for Studying Achieved?

Although employment outcomes are clearly not as positive for graduates identifying with client groups as for graduates overall, their perceptions of how much their TAFE course helped them to achieve their main reasons for undertaking the course were broadly in line with all graduates (see Table 7.20). Those claiming to have a disability were the least positive about the contribution that completion of their vocational education and training program had made toward the achievement of their main reason for undertaking the program.

Table 7.20: Whether TAFE Course Helped to Achieve Main Reason

by Client Groups, 1997 (Per Cent)

Indigenous Australians	**63**	**17**	**8**	**12**	**100**
Non-Indigenous Australians	65	16	7	12	100
Speakers of languages other than English	58	18	9	15	100
Speakers of English only	65	16	8	11	100
Report a disability	54	18	12	16	100
Report no disability	63	17	8	12	100
Females	61	18	8	13	100
Males	65	15	8	12	100
Total	63	17	8	12	100

The percentages of graduates from each client group reporting that their course helped them to achieve their main reason for undertaking it were consistently lower than for those not identifying with each client group. The largest differences here occurred with respect to those identifying a disability (54% claiming the course helped compared with 63% of those not identifying a disability), or being of non-English speaking background (58% claiming the course helped compared with 65% of those not identifying as being of non-English speaking background).

8. Public Investment in Training Australians

This chapter focuses on the performance of that component of vocational education and training that is jointly funded by State, Territory and Commonwealth governments through the Australian National Training Authority (ANTA) Agreement.

As part of the ANTA Agreement, Australian governments at both the State/Territory and Commonwealth levels provided $2.9 billion for vocational education and training in 1997. Specific purpose vocational education and training funds that are additionally committed by governments to support, for example, labour market and adult migrant programs, are excluded from consideration.

In 1997, approximately 1.1 million Australians participated in vocational education and training that had been directly funded by Australian governments under the ANTA Agreement. This figure is derived from the 1997 NCVER audit verification reports.

Three measures of the public investment in vocational education and training are considered in this chapter including unit costs (which provide a measure of efficiency), actual versus planned activity (which assess the efficacy of State/Territory planning systems), and Annual Hours Curriculum (AHC) activity per 1000 population (which measures relative effort among jurisdictions).

WHAT MEASURES OF UNIT COST ARE CONSIDERED?

The vocational education and training system aims to optimise its efficiency through maximising the production of quality skill outputs from available resources. Measures which relate to the efficient use of the public dollar are therefore of prime public interest and are considered essential in demonstrating value for money and accountability.

The Key Performance Measures endorsed by Ministers in 1997 include two new measures of efficiency. The new measures are KPM 6 - *(Actual) public expenditure per publicly funded output*, and KPM 7 - *(Actual) public expenditure per total recognised output*. KPM 7 acknowledges the increasing public and private mix of funding invested in vocational education and training and is being developed because of public interest in the extent to which private investment in training is contributing to total recognised training.

The new measures require the development and implementation of two new data elements. The first element requires robust, accrual based financial data to provide total government operating expenditure. Financial reporting in accrual accounting terms has commenced in the VET sector against the financial standard endorsed by vocational education and training Ministers. The second element is reliant on capturing the outputs of the sector, in terms of units of competence, as outlined earlier in the Report in relation to KPM 1. This process will commence from 1999 with full reporting expected in the year 2001 for 2000.

Until such time as measures of output for the sector are fully introduced, it has been agreed by vocational education and training Ministers that government recurrent expenditure per public annual curriculum hour (AHC) will remain the key performance measure used to assess the public cost of providing Australians with vocational skills. In addition, the two additional measures included in 1996 will be reported again in 1997, namely

- government recurrent expenditure per public module load completion, and
- government recurrent expenditure per total module load completion.

WHAT DO THE UNIT COSTS RELATE TO?

The unit costs presented in this report relate to the delivery of mainstream government funded vocational education and training programs. The costs capture a 'whole of system' government cost of vocational education and training provision.

Included within the 'whole of system' government cost are those costs associated with each of three key dimensions of vocational education and training for which State/Territory Ministers and their departments are responsible, including:

- the provision of training, which constitutes the single largest expense
- the regulation and quality assurance of training, and
- the facilitation of training arrangements in industry.

WHAT INFLUENCES UNIT COSTS?

The 1996 Report in this series was based on a comprehensive review of the quality and comparability of data used to derive unit costs. It was found that only minor variations remain and thus comparability of source data does not account for unit cost differences observed between jurisdictions. However, as reported last year, while data comparability is now reasonable, there are many valid reasons why unit costs differ between jurisdictions.

As the Performance Reports in previous years have noted, key drivers of cost differences which have the greatest impact on unit cost differences include:

- training related cost drivers:
  - class sizes;
  - teaching salaries;
  - teaching hours per full time equivalent staff member;
  - differences in the length of training programs of similar types;
- inter-jurisdictional differences;
  - socio-economic composition
  - administrative scale
  - dispersion
  - service delivery scale
- VET policy differences

Training related and policy cost drivers are under review. Under the revised ANTA agreement, endorsed in November 1997 by Ministers and subsequently by State/Territory Cabinets, the Commonwealth has agreed to maintain current levels of funding for vocational education and training in real terms. Jurisdictions have agreed to identify efficiencies to assist in releasing funds for growth and system enhancements.

Under the 'growth derived from efficiencies' framework, States and Territories are responsible for identifying efficiency strategies and outcomes which are specific to their individual circumstances and history of efficiency improvement. A broad range of strategies have been identified in the first round of the 'growth derived from efficiency' strategic plans, relating to initiatives of both a short and medium to longer term nature.

Being conscious of the need to balance efficiency and effectiveness issues, State/Territory strategic efficiency agendas also incorporate quality enhancement strategies and take account of a range of factors that may constrain the maximisation of their growth and efficiency improvement objectives.

With regard to inter-jurisdictional differences, the Commonwealth Grants Commission (CGC) has responsibility for advising the Commonwealth on cost differentials observed across States and Territories. The Commission has a mandate to analyse why some jurisdictions spend less, and others more, than the Commission's assessment of what they need to spend to provide a standard level of service at an average level of efficiency. An outline of the current Commonwealth Grants Commission's service delivery costs and cost factor weightings appear in the additional notes section in Part C. The weightings have not changed since last year's report.

Most State/Territory governments have expressed some degree of reservation about both the methodology and outcomes of the Commonwealth Grant Commission's analysis and so the unit costs presented in this chapter are not adjusted for jurisdictional cost differences. However, in the absence of a better alternative, it can be argued that the CGC weightings provide the most valid basis for normalising jurisdictional differences. As shown in the additional notes, the Commonwealth Grants Commission costs weightings indicate that there is only a modest variation among jurisdictions, excluding the Northern Territory, to which a significant 'disability' factor applies.

A review by the Commonwealth Grants Commission of its cost weightings is currently underway with the involvement of the States, Territories and the Commonwealth. New costs weightings are expected to be available later in 1998.

WHAT DATA ADJUSTMENTS HAVE BEEN MADE?

Invalid Enrolments

Enrolments in vocational education and training are confirmed when the student attends class or submits at least one piece of work. For the purpose of unit cost calculations here, the proportion of activity that is confirmed as invalid through the activity audit reports has been used to discount the overall reported activity.

Effects of Course Mix on Costs

In deriving unit costs it is important to make adjustments to take into account different training delivery profiles across jurisdictions. The course-mix weights outlined below have been derived from information provided by States and Territories, updates on which have been sought each year. A weight of greater than one indicates that the State or Territory is offering relatively more expensive program delivery compared with the overall national profile.

The weightings are used to adjust unit costs to account for training programs that are relatively more or less expensive. The course-mix weightings used in this report are unchanged from those that were derived for use in the 1996 Report. The index of course relativities, updated using 1997 activity information, is provided in Table 8.1.

Table 8.1: Cost Relativities Based on Course-Mix Weights

NSW	VIC	QLD	SA	WA	TAS	NT	ACT	AUS
0.97	1.01	1.01	1.01	1.03	1.03	0.98	0.97	1.00

Source: Derived by ANTA using 1997 estimated activity (from the 1998 State/Territory VET Plans) and unit cost weightings provided by the Unit Cost Working Party

WHAT WERE UNIT COSTS IN 1997 AND HOW DO THEY COMPARE WITH PRIOR YEARS?

Table 8.2 (below) compares unit costs by jurisdiction over the period 1995 to 1997, adjusted to 1997 prices. Refer to Part C for further details. Across Australia, the unit cost of government recurrent funding in 1997 was $11.4 per Annual Hour Curriculum delivered. The national unit cost figure appears to have decreased between 1996 and 1997 by $0.4.

The unit costs data calculated for the years 1996 and 1997 have been derived using a similar methodology which accounted for both course mix and confirmed invalid module enrolment (IME) rate differences among States and Territories. In addition, 1996 and 1997 financial data has been adjusted to provide comparability between States and Territories, while activity data includes RPL activity in both years according to an agreed formula. By comparison, the 1995 data is based on a less rigorous approach to the determination of invalid module enrolments and does not include the financial and activity data adjustments made in 1996 and 1997.

Table 8.2: Comparison of Unit Costs

By State/Territory, 1995 to 1997 (in 1997 Prices), ($)

	NSW	VIC	QLD	SA	WA	TAS	NT	ACT	AUS
1995 (in 1997 prices)	11.1	9.2	11.2	13.4	13.0	15.8	19.9	16.0	11.2
1996 (in 1997 prices)	12.0	9.7	11.7	14.5	12.5	15.4	23.5	16.8	11.8
1997	12.0	8.9	11.7	12.8	12.4	14.6	26.5	15.6	11.4

Source: States and Territories provided financial and activity data. Audit reports on this data were prepared specifically for ANTA. 1996 and 1997 data was prepared on a more refined basis than the data prepared in 1995.

Differences in unit costs between jurisdictions arise because of the factors noted earlier as well as the relative effectiveness of the system. Taking into account the inter-jurisdictional factors considered by the Commonwealth Grants Commission, for example, the 1997 unit cost for the Northern Territory becomes $18.

WHAT ARE THE UNIT COSTS OF SUCCESSFUL MODULE COMPLETIONS IN 1997 COMPARED WITH 1996?

Table 8.3 provides figures on the costs of delivery to produce a successful output in government funded programs in both 1996 and 1997 (in 1997 prices). These figures are based on the expenditure and the total amount of delivery in government funded programs which results in a successful outcome or module load completion (MLC). For an explanation of the calculation of these figures see Part C.

Nationally, the cost of producing successful outputs from government funded programs appears to have increased between 1996 and 1997.

Table 8.3: Government Recurrent Expenditure Per Hour of Successful Module Completion in Government-Funded Programs, 1996 and 1997

	NSW	VIC	QLD	SA	WA	TAS	NT	ACT	AUS
1996 (in 1997 prices)	15.4	13.6	13.7	16.8	17.6	21.1	45.0	20.5	15.3
1997	17.7	13.2	15.9	18.3	17.6	22.4	41.2	21.4	16.6

Source: NCVER National Provider Collection, 01 Government funding source activity and NCVER Maintenance of Effort audits

As well as how much it costs to produce a successful output in government funded programs, it is useful to look at the ratio of government expenditure per total amount of training delivered, through the NCVER national provider collection, that resulted in a successful outcome. These figures, for both 1996 and 1997, appear in Table 8.4. An explanation of the calculation of these figures appears in Part C.

Nationally, a small reduction in the government cost of producing a successful output from all training programs has been achieved in over the period 1996 to 1997. All training programs includes government funded programs through the ANTA Agreement, plus government funded specific purpose programs and fee for service programs through public providers.

Table 8.4: Government Recurrent Expenditure Per Hour of Successful Module Completion in All Programs, 1996 and 1997

	NSW	VIC	QLD	SA	WA	TAS	NT	ACT	AUS
1996 (in 1997 prices)	14.6	11.4	11.2	14.8	14.8	16.2	27.0	17.6	13.4
1997	14.9	10.0	12.5	14.5	14.1	13.3	29.8	16.6	13.1

Source: NCVER National Provider Collection, All activity and NCVER Maintenance of Effort audits

It should be noted that the measures outlined above mask a wide divergence in the average hours taken to complete a module between jurisdictions. However, it is anticipated that a cost per standardised output will be possible in future key performance measure reports.

HOW DID 1997 PLANNED GOVERNMENT FUNDED ACTIVITY COMPARE WITH ACTUAL DELIVERY?

The measure of planned and actual activity levels has most value within each State/Territory for planning purposes. Information on 1997 planned activity in terms of Annual hours Curriculum (AHC) is taken from revised estimates provided in the 1998 State/Territory Vocational Education and Training Plans.

Table 8.5 compares total planned and actual hours across jurisdictions in 1997. Nationally, 243.3 million curriculum hours were planned to be delivered. Actual delivery of 245.9 million hours exceeded this figure by 1.07%. Significant variations between planned and actual activity levels were found within some States/Territories.

Table 8.5: Planned and Actual Activity (AHC) in 1997

By State/Territory, ('000)

	NSW	VIC	QLD	SA	WA	TAS	NT	ACT	AUS
Planned[1]	89,209	66,581	39,085	15,415	22,189	4,090	2,546	4,213	243,328
Actual[2]	89,154	68,197	38,837	16,589	21,813	4,504	2,528	4,299	245,921
% Variation	-0.06	+2.43	-0.63	+7.62	-1.70	+10.12	-0.70	2.04	+1.07

1. Revised 1997 estimates provided in 1998 State/Territory VET Plans
2. Based on NVCER activity audit reports

When total activity levels are disaggregated by occupational levels and training areas, differences in patterns of delivery between States and Territories become apparent. This information is provided in the additional notes within Part C.

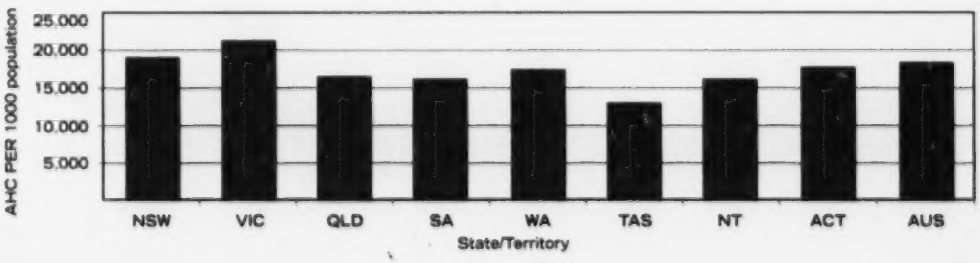
WHAT IS THE RELATIVE EFFORT ACROSS JURISDICTIONS?

Relative effort monitors participation in vocational education and training with respect to the total population within each State and Territory. The measure compares Annual Hours Curriculum (AHC) within each State/Territory with the corresponding population share for the cohort aged 15 to 64. The information shown in Figure 8.1 refers to government funded activity within the ANTA scope and boundary, including AHC associated with Recognition of Prior Learning (RPL) according to the agreed formula and excluding credit transfer and invalid module enrolments.

Figure 8.1 indicates that approximately 18,000 government funded AHC were delivered per 1000 population (aged 15-64) in 1997. The highest relative effort was reported in Victoria and New South Wales, with Tasmania reporting the lowest level of relative effort.

Figure 8.1: Annual Hours Curriculum (AHC) per 1000 Population

By State/Territory, aged 15 to 64, 1997 (Per Cent)



Annual National Report 1997

Appendix: Additional Notes

Part C

9. Additional Notes

This chapter deals with those technical aspects of the data, its collection and adjustment processes undertaken in the course of compiling this report while also providing further relevant information considered too detailed for inclusion in the main body of the report.

Unless where otherwise specified in the report, the data analysed in this report relates to vocational program activity only (that is, streams 2400 to 4500 or module only enrolments) and excludes recreation and leisure program activity (stream 1000).

1 INTRODUCTION

Additional Notes

States and Territories were consulted using agreed protocols in the preparation of the report. The working group of three State officials was again convened comprising:

- Ms Chris Currey, NSW Department of Education and Training
- Dr Susan King, WA Department of Training, and
- Dr Richard Watkins, Tasmanian Department of Vocational Education and Training.

The working group was supported by NCVER staff including Mr Chris Robinson, Managing Director, and Ms Jessie Borthwick, General Manager.

The main vehicle for State and Territory consultations was the State/Territory reference group. The participants in the State/Territory reference group were:

- Mr Reean Sneddon, NT Employment and Training Authority
- Ms Robyn Bergin, DEETYA
- Mr Graham Smith, Queensland Department of Training and Industrial Relations
- Mr Peter May, Australian National Training Authority
- Mr John Nagel, SA Department of Education, Training and Employment
- Mr Mike Brough, Tasmanian Department of Vocational Education and Training
- Mr Richard Strickland, WA Department of Training
- Dr Robert Mawer, NSW Department of Education and Training
- Mr George McLean, Victorian Office of Training and Further Education
- Mr Michael Dupe, ACT Vocational Education & Training Authority
- Dr Ian Willis, ACT Vocational Education and Training Authority

and two observers, namely,

- Mr Ben Goodsir, Industry Commission
- Mr Walter Ivessa, Queensland Treasury Department.

2 VOCATIONAL EDUCATION AND TRAINING IN AUSTRALIA

Data Source

Apart from data reported in Figures 2.1, 2.2 and 2.5, the analysis in this chapter is based upon data provided as part of the national vocational education and training provider collection. Figure 2.5 reports government funded activity under the ANTA Agreement and is based upon data contained in State/Territory Training Profiles/VET Plans.

Derivation of Size and Composition of VET

Estimates of the size of major training provider groups (calculated by ANTA) are based on the methodology of previous work conducted in this area by the Allen Consulting Group in its report, Establishing an Effective Australian Training Market (1994). While the Allen Consulting Group methodology derives a range of expenditure per provider type, the 1995 and 1996 VET Performance Reports use the lower level estimate for calculating sector size.

Estimates are derived from a variety of sources as follows:

i) Publicly funded VET (including TAFE, ACE, and VET in schools): a direct estimate of size is possible using the income and expenditure data contained in Australian Vocational Education and Training statistics 1996: financial data, a financial statistics collection produced by the NCVER.

ii) Enterprises: refers to enterprise internal training spending and excludes salary cost while undertaking training. A direct estimate of size is available from the ABS publication, Employer Training Expenditure, May 1996.

1996 data for deriving the size of all other sectors is currently not available. This information will be updated upon release of the ABS Survey of Education and Training publication. As a proxy, 1992 employment by sector estimates derived by the Allen Consulting Group are used. The lower level estimate is made by taking the 1992 employment figure in each sector, multiplying it by an average employment cost as at 1996, and adding an allowance for overhead costs. This methodology is consistent with that employed by the Allen Consulting Group in its original derivations.

3 THE ECONOMY AND THE LABOUR MARKET

The interest rate sensitive areas of domestic demand contributed strongly to growth after five reductions in official interest rates during 1996 and 1997. Business investment was the largest contributor to economic growth during 1997 with strong rises in equipment expenditure and non-dwelling construction. Dwellings expenditure made a positive contribution to GDP for the first time since 1994, with activity increasing by over 11% during 1997, compared with a fall of 10% in 1996.

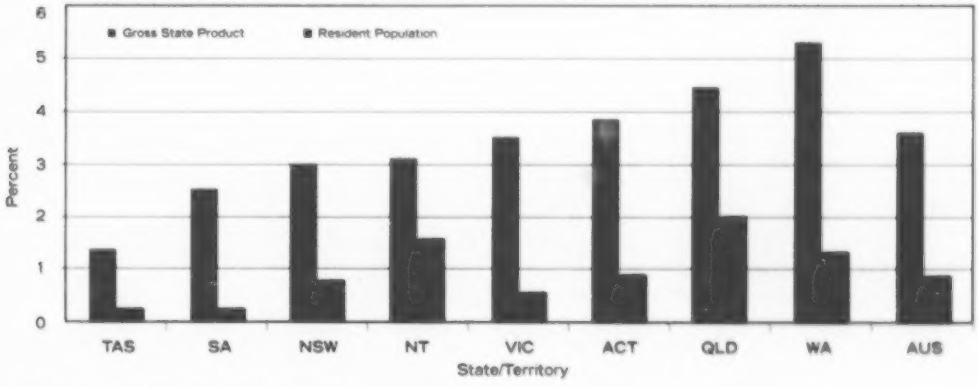
Table 9.1: Proportion of Gross State Product at Factor Cost — 1995-96

	NSW	VIC	QLD	SA	WA	TAS	NT	ACT	AUS
Agriculture, forestry & fishing	2.6	3.4	4.1	6.0	6.2	6.7	4.9	0.1	3.7
Mining	2.2	2.9	5.1	2.5	17.6	2.9	11.7	0.1	4.6
Manufacturing	15.1	18.0	11.9	17.0	9.8	14.3	5.0	2.5	14.5
Electricity, gas & water supply	2.9	3.3	3.3	2.8	2.7	5.7	2.0	1.9	3.1
Construction	6.6	5.6	7.3	5.8	7.8	6.3	9.1	7.2	6.5
Wholesale trade	6.7	6.5	5.6	5.1	5.5	4.5	3.8	2.3	6.0
Retail trade	7.5	7.3	9.3	8.1	7.2	9.7	9.1	6.4	7.8
Accom., cafes & restaurants	2.5	1.9	3.4	2.0	1.7	2.9	3.7	2.1	2.4
Transport & storage	5.2	4.5	6.6	5.6	4.4	4.2	5.7	3.1	5.1
Communication services	3.0	3.4	2.9	2.4	2.5	2.0	2.6	2.5	3.0
Finance & insurance	5.0	4.2	3.0	3.4	2.0	2.1	3.0	3.0	3.9
Property & business services	10.6	9.9	6.7	8.1	7.8	5.2	6.7	11.2	9.2
Government admin & defence	3.2	2.9	4.1	2.8	2.6	4.7	7.5	26.9	3.8
Education	4.5	5.1	5.1	5.2	3.9	5.2	5.4	6.3	4.8
Health & community services	5.7	6.5	5.8	8.3	6.0	7.7	6.2	4.9	6.2
Cultural & recreational services	1.8	1.9	1.6	1.6	1.3	1.3	3.0	3.0	1.8
Personal & other services	2.2	2.1	2.4	2.8	2.2	2.2	2.8	3.0	2.3
Ownership of dwellings*	11.1	8.9	9.6	8.6	7.1	9.6	5.6	8.5	9.5
General government*	1.7	1.6	2.1	2.0	1.8	2.8	2.0	5.2	1.9
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

*Gross Operating Surplus
Source: ABS Cat. No. 5220.0

Figure 9.1: Average Annual Rate of Growth of Gross State Product and Population

by State/Territory, 1991-92 to 1995-96



Source: ABS cat. no 5220.0 and 1350.0

4 PARTICIPATION AND ACHIEVEMENT IN VET

Data Source

ABS survey, census and population data. Finn target data supplied by ANTA. All other data used is sourced from the national vocational education and training data collection co-ordinated by the NCVER . NCVER data used in this chapter relate only to participants in vocational education and training who:

- were enrolled in at least one vocational program (that is, they had at least one course enrolment in a stream 2100-4500 course or module only enrolments),
- were participating in the VET sector from a "tuition" point of view (that is, have at least one module outcome which is not Recognition of Prior Learning (RPL) or Credit Transfer (CT)), and
- excludes data on VET delivered in Schools collected in 1997 (this is the first year this activity has been collected and not all States/Territories are currently reporting this information).

Indigenous and speakers of languages other than English at home population figures are sourced from ABS census data while the latest ABS disability population figures available are from 1993.

Participation Data Adjustments

Participation data supplied from the national VET collection has been adjusted for student enrolment no attendance (SENA), on information supplied by the maintenance-of-effort activity measures auditors at the National Centre for Vocational Education Research.

The 1996 SENA is an estimate based on a stratified sample of module enrolments in each State and Territory (the same sample as used for determining invalid module enrolments) from which the NCVER auditors determined an estimate of the proportion of non-confirmed students. For 1996, participation rates have been adjusted based on the 'confirmed + possible invalid' student rate.

1997 SENA rates have been determined from a sample drawn from the AVETMISS client file that included only clients associated with the ANTA Agreement delivery and incorporated a more complete estimate of clients who could not have their attendance confirmed.

Table 9.2: 1996 and 1997 Adjustment Factors

Student Enrolment No Attendance (SENA) (Per Cent)

	NSW	VIC	QLD	SA	WA	TAS	NT	ACT
1996	2.20	2.57	4.06	7.20	12.79	4.30	3.98	4.73
1997	4.00	1.60	4.79	1.75	5.51	7.30	12.16	6.22

Source: NCVER Audit Verification Reports

Table 9.3: Vocational Education and Training Participation Rates

Males by Age and State/Territory, 1997 (Per Cent)

Age	NSW	VIC	QLD	SA	WA	TAS	NT	ACT	AUS
15	7.5	5.5	7.0	5.3	5.9	2.1	7.6	1.1	6.3
16	20.5	14.4	16.7	11.0	15.5	18.8	18.0	4.3	16.7
17	25.1	20.6	20.8	17.6	26.5	25.5	19.4	8.5	22.4
18	34.1	38.4	22.2	26.6	33.8	29.0	22.8	26.3	31.9
19	32.0	38.1	19.4	26.5	29.1	26.6	24.4	26.5	30.1
20	27.0	33.8	16.6	22.3	22.0	23.3	19.4	24.5	25.6
21	21.7	28.5	13.7	18.4	17.4	17.3	15.3	18.7	20.9
22	17.6	23.6	11.3	15.1	13.7	14.2	14.3	13.8	17.1
23	15.3	20.8	9.3	14.1	11.7	12.7	11.4	11.9	14.9
24	13.5	18.9	8.6	13.8	10.5	10.9	10.5	10.4	13.5
25-29	11.4	16.6	7.9	12.2	10.1	9.8	10.4	8.3	11.9
30-34	9.6	14.8	7.3	11.3	8.6	8.6	9.7	7.1	10.5
35-39	8.4	13.5	6.5	10.1	7.0	8.0	8.4	5.5	9.2
40-44	6.9	11.5	5.5	9.2	5.6	6.5	7.9	4.2	7.8
45-54	5.1	8.7	4.1	6.9	3.9	4.5	5.7	2.6	5.8
55-64	2.8	4.2	1.9	3.9	2.0	1.8	3.1	1.5	3.0
65+	0.9	1.0	0.3	1.2	0.5	0.2	0.9	0.4	0.8
15-64	10.1	14.0	7.4	10.4	8.7	8.7	9.7	7.3	10.4

Source: Derived using NCVER data and ABS 1997 June Quarter Estimated Resident Population data by sex/age

Table 9.4: Vocational Education and Training Participation Rates

Females by Age and State/Territory, 1997 (Per Cent)

Age	NSW	VIC	QLD	SA	WA	TAS	NT	ACT	AUS
15	7.7	3.8	5.7	3.5	3.9	1.0	6.2	1.0	5.3
16	19.4	8.2	12.7	7.2	8.9	14.5	15.2	3.3	12.9
17	21.3	11.1	16.0	12.3	18.9	17.5	14.5	7.6	16.4
18	28.9	27.8	16.6	21.8	25.3	21.8	20.0	23.3	25.0
19	24.1	27.1	13.6	20.1	19.1	17.4	19.3	21.8	21.8
20	19.7	21.6	11.2	18.9	14.9	13.6	13.9	17.5	17.8
21	17.4	18.0	9.9	18.0	12.8	11.9	13.5	12.4	15.4
22	15.3	16.4	8.9	15.8	11.2	10.4	12.3	10.3	13.7
23	14.8	15.3	8.3	15.1	10.8	8.9	10.9	10.0	13.0
24	13.5	14.8	7.6	14.6	9.8	8.2	11.5	9.1	12.2
25-29	11.7	12.0	6.6	13.4	8.4	7.3	10.5	7.6	10.5
30-34	10.7	10.7	6.1	12.7	7.8	6.7	9.8	6.5	9.5
35-39	10.5	11.5	6.5	13.0	7.7	6.9	10.3	6.2	9.7
40-44	9.7	11.2	6.4	12.5	7.0	6.9	9.5	5.5	9.3
45-54	7.2	8.3	4.6	10.1	4.8	4.3	7.7	3.5	6.9
55-64	3.3	3.8	1.6	5.0	2.1	1.1	3.9	1.3	3.1
65+	0.7	1.1	0.2	1.2	0.4	0.1	1.2	0.2	0.7
15-64	10.6	10.9	6.5	11.6	7.8	6.8	10.1	6.7	9.5

Source: Derived using NCVER data and ABS 1997 June Quarter Estimated Resident Population data by sex/age

Table 9.5: Vocational Education and Training Participation Rates

All Persons by Age and State/Territory, 1997 (Per Cent)

Age	NSW	VIC	QLD	SA	WA	TAS	NT	ACT	AUS
15	7.7	4.7	6.4	4.4	4.9	1.5	6.9	1.0	5.9
16	20.2	11.4	14.8	9.1	12.3	16.7	16.7	3.8	14.9
17	23.5	16.0	18.4	15.0	22.8	21.6	17.1	8.1	19.6
18	32.0	33.3	19.5	24.3	29.6	25.5	21.5	24.8	28.7
19	28.4	32.7	16.6	23.4	24.3	22.2	22.0	24.2	26.1
20	23.7	27.8	14.0	20.6	18.5	18.5	16.9	21.1	21.8
21	19.7	23.3	11.8	18.2	15.1	14.7	14.5	15.6	18.3
22	16.6	20.1	10.2	15.5	12.5	12.3	13.3	12.1	15.5
23	15.2	18.1	8.9	14.6	11.3	10.8	11.2	11.0	14.0
24	13.6	16.9	8.1	14.2	10.2	9.5	11.0	9.8	12.9
25-29	11.6	14.2	7.3	12.8	9.3	8.5	10.4	8.0	11.2
30-34	10.2	12.8	6.7	12.0	8.2	7.6	9.7	6.8	10.0
35-39	9.5	12.5	6.5	11.6	7.4	7.4	9.3	5.9	9.5
40-44	8.3	11.3	6.0	10.9	6.3	6.7	8.6	4.9	8.5
45-54	6.2	8.5	4.3	8.5	4.3	4.4	6.6	3.0	6.3
55-64	3.0	4.0	1.8	4.4	2.0	1.4	3.4	1.4	3.0
65+	0.8	1.1	0.3	1.2	0.4	0.2	1.0	0.3	0.7
15-64	10.4	12.4	7.0	11.0	8.2	7.7	9.9	7.0	10.0

Source: Derived using NCVER data and ABS 1997 June Quarter Estimated Resident Population data by sex/age

Table 9.6: Vocational Education and Training Participation Rates

Males by Age and State/Territory, 1996 (Per Cent)

Age	NSW	VIC	QLD	SA	WA	TAS	NT	ACT	AUS
15	6.7	4.7	10.7	3.4	5.6	1.2	11.4	1.1	6.4
16	20.9	12.9	27.8	8.9	14.1	18.2	17.8	5.2	18.3
17	24.5	18.9	29.6	17.0	25.3	24.5	21.7	10.9	23.3
18	33.2	33.9	27.3	26.0	31.8	28.7	30.1	27.3	31.3
19	31.5	35.7	24.4	25.2	27.7	26.6	27.7	31.0	30.2
20	26.9	32.2	19.9	22.0	21.6	21.0	25.7	26.7	25.8
21	21.4	26.4	16.0	17.3	15.6	17.5	22.1	18.7	20.6
22	16.9	21.2	12.7	14.6	11.9	13.8	20.1	12.8	16.4
23	14.3	18.1	10.6	13.2	11.0	11.5	16.1	11.5	14.0
24	12.9	16.5	9.4	11.9	10.1	10.8	16.3	8.5	12.7
25-29	11.1	15.4	8.6	10.9	9.0	9.6	15.4	8.6	11.4
30-34	9.9	14.0	7.7	9.7	7.8	8.7	12.8	6.8	10.2
35-39	8.4	12.9	7.0	8.8	6.4	7.2	11.6	5.6	9.1
40-44	6.9	11.0	6.1	7.4	5.2	5.5	9.0	5.0	7.6
45-54	4.8	13.2	4.4	5.4	3.6	3.7	6.7	2.8	5.4
55-64	2.6	3.9	2.0	2.5	1.7	1.4	3.1	1.6	2.7
65+	0.9	1.0	0.3	0.7	1.5	0.1	1.3	0.2	0.8
15-64	10.0	14.1	8.7	9.0	8.1	8.2	12.4	7.8	10.2

Source: Derived using NCVER data and ABS 1996 June Quarter Estimated Resident Population data by sex/age

Table 9.7: Vocational Education and Training Participation Rates

Females by Age and State/Territory, 1996 (Per Cent)

Age	NSW	VIC	QLD	SA	WA	TAS	NT	ACT	AUS
15	6.6	3.3	10.9	3.0	3.5	0.6	6.5	2.5	5.8
16	19.6	7.7	25.0	5.9	8.4	11.0	15.6	3.7	15.0
17	21.3	9.9	23.8	13.4	17.9	15.9	21.9	8.2	17.7
18	27.6	23.3	20.3	20.2	23.1	19.8	26.7	24.1	23.8
19	23.8	22.9	16.2	18.2	18.5	15.9	19.2	23.6	20.9
20	19.7	19.3	12.9	16.8	14.6	13.8	19.3	16.7	17.3
21	17.0	16.9	10.8	14.6	12.2	12.1	16.8	12.8	14.9
22	15.5	15.2	9.7	13.6	10.8	11.1	14.8	11.6	13.5
23	14.0	14.3	8.9	13.3	10.0	9.4	13.0	9.0	12.5
24	13.5	13.0	7.9	11.9	8.9	7.6	13.1	8.2	11.5
25-29	11.6	11.4	6.9	10.5	7.9	6.8	12.6	7.7	10.1
30-34	10.7	10.5	6.2	9.6	7.3	6.4	11.6	6.1	9.2
35-39	10.6	11.4	6.3	9.7	7.2	6.9	10.5	6.4	9.5
40-44	9.6	10.7	5.9	9.3	6.4	6.8	9.7	5.5	8.7
45-54	7.0	7.9	4.2	6.8	4.4	3.9	7.7	3.7	6.3
55-64	3.2	3.8	1.5	2.9	1.8	1.1	3.4	1.5	2.8
65+	0.7	1.2	0.3	0.7	1.0	0.1	1.5	0.3	0.7
15-64	10.5	10.3	7.2	8.9	7.3	6.4	11.2	7.0	9.2

Source: Derived using NCVER data and ABS 1996 June Quarter Estimated Resident Population data by sex/age

Table 9.8: Vocational Education and Training Participation Rates

All Persons by Age and State/Territory, 1996 (Per Cent)

Age	NSW	VIC	QLD	SA	WA	TAS	NT	ACT	AUS
15	6.7	4.0	10.8	3.2	4.6	0.9	9.1	1.8	6.1
16	20.6	10.4	26.4	7.5	11.3	14.7	16.8	4.5	16.8
17	23.3	14.5	26.8	15.3	21.7	20.3	21.8	9.6	20.7
18	31.4	28.8	23.8	23.2	27.6	24.4	28.5	25.7	28.0
19	28.3	29.5	20.4	21.8	23.2	21.5	23.6	27.3	25.8
20	23.7	25.8	16.5	19.4	18.2	17.6	22.6	21.8	21.8
21	19.4	21.7	13.5	16.0	13.9	14.9	19.6	15.8	17.9
22	16.4	18.2	11.2	14.1	11.3	12.5	17.4	12.3	15.0
23	14.3	16.2	9.8	13.2	10.5	10.5	14.6	10.3	13.3
24	13.3	14.8	8.7	11.9	9.6	9.2	14.7	8.4	12.1
25-29	11.4	13.4	7.8	10.7	8.5	8.2	13.9	8.2	10.8
30-34	10.3	12.2	7.0	9.7	7.6	7.5	12.2	6.5	9.8
35-39	9.5	12.2	6.7	9.3	6.8	7.1	11.0	6.0	9.3
40-44	8.3	10.8	6.0	8.3	5.8	6.1	9.3	5.2	8.1
45-54	5.9	9.9	4.3	6.1	4.0	3.8	7.1	3.3	5.8
55-64	2.9	3.8	1.8	2.7	1.7	1.2	3.2	1.6	2.8
65+	0.8	1.1	0.3	0.7	1.2	0.1	1.4	0.2	0.8
15-64	10.3	12.1	8.0	9.0	7.7	7.3	11.8	7.4	9.7

Source: Derived using NCVER data and ABS 1996 June Quarter Estimated Resident Population data by sex/age

'Qualifications', 'Modules' and 'Units of Competency' Definitions

Qualification

National qualifications are defined in accordance with the Australian Qualifications Framework which provides a single, coherent framework for all recognised qualifications from senior secondary certification to doctorates. Within the vocational education and training sector the following nationally recognised qualifications may be issued: Certificate I, Certificate II, Certificate III, Certificate IV, Diploma, and Advanced Diploma.

Under the AQF, qualifications issued in the VET sector must lead to the achievement of a package of competencies. Where they are endorsed national competencies, the AQF further requires that any qualification issued must lead to the achievement of these competencies.

Module

A 'module' is defined as a unit of training in which a client may enrol and be formally assessed.

Unit of Competency

A 'unit of competency' is the basic unit in the competency standards framework. They are the smallest components which can be assessed and recognised in the VET system, successfully completed units of which can be considered an output of VET.

Module Outcomes

Module load completion rate (MLCR) calculations are based on the curriculum hours associated with the module enrolment data submitted to the national VET data collection at NCVER. Table 9.10 outlines the module outcome codes currently reported to under AVETMISS.

Module Outcomes by Enrolments by State/Territory, 1997 and 1996

Table 9.12: Module Outcomes (Enrolments)

By State/Territory, 1997

	NSW	VIC	QLD	SA	WA	TAS	NT	ACT	AUS
01 Student assessed - passed	1,780,570	1,372,823	808,080	407,747	430,024	127,374	55,192	102,655	5,084,465
02 Student assessed - failed	124,644	226,436	6,375	23,828	22,016	5,151	16,146	7,216	431,812
03 Student assessed - result withheld	15,023	13,659	157,374	7,401	311	<5	24	1,812	195,605
04 No assessment - satisfactory Completion of class hours	99,692	106,796	158,988	43,759	28,867	1,045	557	4,748	444,452
05 No assessment - studies not yet Completed	43,308	189,514	17,871	37,084	114,269	18,530	13,992	5,317	439,885
06 Status (or credit) granted - through Recognition of Prior Learning	78,186	60,357	5,813	33,354	2,935	9,012	1,338	12,612	203,607
09 Status (or credit) granted - through Credit Transfer arrangements	190,247	39,127	646	2,072	42,301	17,978	6,076	9,251	307,698
10 Withdrew - without failure	91,649	134,215	4,111	11,214	42,434	7,149	11,099	5,664	307,535
11 Withdrew - failed	317,922	64,978	44,892	9,807	13,436	19,317	191	21,566	492,109
12 Withdrew - transferred	176	7,387	197	0	<5	6	76	65	7,908
90 Not stated	131,528	148,023	233,326	34,737	31,045	9,283	263	2,556	590,761
Unknown	75,875	<5	0	0	<5	1,708	5	0	77,589
All outcomes	2,948,820	2,363,319	1,437,673	611,003	727,640	216,554	104,955	173,462	8,583,426
Non-01 Invalid Module Enrolments adjustment factor	26.32	26.70	22.83	18.50	29.50	49.33	49.50	39.00	26.59
Invalid Module Enrolments adjustment factor	7.15	8.89	8.29	3.58	10.44	15.40	21.50	10.34	8.99
Adjusted total	2,737,979	2,153,220	1,318,490	589,129	651,674	183,205	82,390	155,526	7,811,776

Source: NCVER 1997 national VET collection, streams 2100-4500 and module only enrolments, where module hours between 10 and 400

Table 9.10: Module Outcomes Reported to Under AVETMISS

01 – Student Assessed Passed	09 – Status granted – Credit Transfer
02 – Student assessed – failed	10 – Withdrew – without failure
03 – Student assessed – result withheld	11 – Withdrew – failed
04 – No assessment – satisfactory completion of class hours	12 – Withdrew – transferred
05 – No assessment – studies not yet completed	90 – Not Stated – blank – information not provided
06 – Status Granted – Recognition of Prior Learning	

Owing to small differences in business practices among the States and Territories, the meaning of some module outcome categories may vary slightly among jurisdictions. The effect of these differences on module load completion rate estimates is not material.

Hours Excluded

The following hours are excluded from all calculations involving MLCR in this chapter, namely:

- module curriculum hours associated with a course reported as a stream 1000 (recreation, leisure and personal enrichment) course,
- hours from modules consisting of less than 10 or greater than 400 curriculum hours, and
- hours associated with VET delivered in schools (this is the first year this activity has been collected and not all States/Territories are currently reporting this information).

Module Outcomes Data Adjustments

- The total number of hours and enrolments reported in 1995, 1996 and 1997 as part of the national VET collection were adjusted for *invalid module enrolments* using information supplied by the maintenance-of-effort activity measures auditors at the National Centre for Vocational Education Research. For further information on these adjustments see the data adjustments notes in this appendix for chapter 8 on unit costs.
- In 1995 and 1996 Queensland reported both Recognition for Prior Learning (06) and Credit Transfer (09) under Student Assessed Passed (01) . The national ratios of 06 and 09 to 01 for TAFE providers were used to adjust TAFE Queensland hours for 01, 06 and 09 accordingly, and to similarly recalculate MLCR for Queensland for 1995.

Additional Notes

Table 9.11: RPL and Credit Transfer Students Not in Tuition, 1997

	NSW	VIC	QLD	SA	WA	TAS	NT	ACT	AUS
Students excluding RPL/CT	482,796	409,184	205,043	134,647	104,589	24,422	14,123	17,457	1,392,261
RPL/Credit Transfer Students	5,580	1,601	209	1,682	789	243	94	102	10,300
Students including RPL/CT	488,376	410,785	205,252	136,329	105,378	24,665	14,217	17,559	1,402,561

Table 9.13: Module Outcomes (Enrolments)

By State/Territory, 1996

	NSW	VIC	QLD	SA	WA	TAS	NT	ACT	AUS
01 Student assessed - passed	1,661,078	1,133,263	661,784	372,342	381,750	104,379	55,092	84,378	4,454,066
02 Student assessed - failed	118,613	190,876	8,148	21,864	11,171	2,486	10,354	6,934	370,446
03 Student assessed - result withheld	9,177	9,420	129,030	8,202	759	17	335	379	157,319
04 No assessment - satisfactory Completion of class hours	89,531	106,754	210,522	40,169	18,206	1,274	<5	2,623	469,082
05 No assessment - studies not yet Completed	55,649	182,592	1,397	47,139	97,632	17,966	17,275	4,766	424,416
06 Status (or credit) granted - through Recognition of Prior Learning	64,684	38,007	30,160	19,412	4,294	7,322	850	15,285	180,014
09 Status (or credit) granted - through Credit Transfer arrangements	150,749	31,930	47,514	7,257	17,832	14,724	7,227	7,520	284,743
10 Withdrew - without failure	82,408	150,672	1,540	9,306	46,106	5,703	9,314	7,509	312,558
11 Withdrew - failed	269,240	73,432	58,318	8,952	26,342	18,722	473	19,443	474,922
12 Withdrew - transferred	171	7,112	0	0	0	<5	96	250	7,630
90 Not stated	32,089	99,029	87,544	4,605	61,339	<5	6,741	331	291,679
Unknown	84,891	0	0	2,428	0	9,633	9	5,073	102,034
All outcomes	2,618,280	2,023,087	1,236,670	541,676	665,421	182,228	107,769	154,491	7,529,622
Non-01 Invalid Module Enrolments adjustment factor	25.10	35.70	29.10	32.40	36.20	36.30	31.10	45.10	31.37
Invalid Module Enrolments adjustment factor	7.39	13.62	11.20	10.16	14.10	12.00	15.32	13.87	10.76
Adjusted total	2,424,789	1,747,644	1,098,163	486,636	571,597	160,361	91,259	133,062	6,719,422

Source: NCVER 1996 national VET collection, streams 2100-4500 and module only enrolments, where module hours between 10 and 400

Module Outcomes by AHC by State/Territory, 1997 and 1996

Table 9.14: Module Outcomes (AHC)

By State/Territory, 1997

	NSW	VIC	QLD	SA	WA	TAS	NT	ACT	AUS
01 Student assessed - passed	60,402,368	47,273,674	26,084,482	11,636,252	14,874,311	4,106,356	1,726,418	3,353,509	169,457,370
02 Student assessed - failed	4,731,075	8,137,188	376,478	726,232	820,501	176,597	562,692	327,409	15,858,172
03 Student assessed - result withheld	458,406	634,591	5,412,847	230,577	16,656	156	1,490	63,474	6,818,197
04 No assessment - satisfactor Completion of class hours	5,781,507	5,676,529	5,550,150	1,718,380	1,955,991	60,592	21,843	252,574	21,017,566
05 No assessment - studies not yet Completed	1,720,855	7,531,325	471,200	1,096,579	4,095,474	536,551	483,700	172,487	16,108,171
06 Status (or credit) granted - through Recognition of Prior Learning	2,561,240	1,932,704	158,749	900,740	99,003	282,554	44,246	334,442	6,313,678
09 Status (or credit) granted - through Credit Transfer arrangements	6,444,279	1,236,754	23,210	52,984	1,366,309	545,140	201,815	277,733	10,148,224
10 Withdrew - without failure	3,504,102	5,436,003	124,086	372,943	1,606,988	215,577	381,358	201,936	11,842,993
11 Withdrew - failed	12,446,382	2,511,363	1,799,891	323,174	535,131	694,150	6,700	790,668	19,107,459
12 Withdrew - transferred	7,024	261,626	7,247		45	248	4,074	3,728	283,992
90 Not stated	3,211,816	5,312,415	6,546,989	1,787,047	1,244,670	227,852	5,818	51,334	18,387,941
Unknown	1,871,412	96			30	65,442	16		1,936,996
All outcomes	103,140,466	85,944,268	46,555,329	18,844,908	26,615,109	6,911,215	3,440,170	5,829,294	297,280,759
Non-01 Invalid Module Enrolments adjustment factor	26.32	26.70	22.83	18.50	29.50	49.33	49.50	39.00	26.59
Invalid Module Enrolments adjustment factor	7.15	8.89	8.29	3.58	10.44	15.40	21.50	10.34	8.99
Adjusted total	95,765,923	78,303,823	42,695,892	18,170,260	23,836,492	5,846,888	2,700,533	5,226,545	270,555,219

Source: NCVER 1997 national VET collection, streams 2100-4500 and module only enrolments, where module hours between 10 and 400

Table 4.3 Additional Note: Competency Rate

The mapping of module outcomes to competency categories appears in Table 9.16, using the module outcome codes as described in Table 9.10.

Table 9.16: Mapping of Module Outcomes to Skills Acquisition

Competency Achieved or Satisfactory Completion: 01 & 06
Competency Not Achieved: 02 & 11
Competency Not Yet Achieved: 03, 04, 05, 09, 10 & 12
Unknown: 90 & blank.

Formula for Module Load Pass Rate (Formula I)

The calculation of the module load pass rate is based on the module curriculum hours associated with each module outcome based on formula I in 1995 VET Performance Report, namely:

$$\text{Formula I} = \frac{01}{01 + 02 + 11} \times 100$$

Formula for Module Load Completion Rate (Formula III)

The calculation of the module load completion rate is based on the module curriculum hours associated with each module outcome based on formula III in 1995 VET Performance Report, namely:

$$\text{Formula III} = \frac{01 + 04}{\text{All activity} - 05 - 06 - 09 - 90 - \text{blanks}} \times 100$$

$$= \frac{01 + 04}{01 + 02 + 03 + 04 + 10 + 11 + 12} \times 100$$

Data adjustments for Module Load Completion Rates:

- In the 1996 Report, 'Initial Confirmed Invalid Module Enrolment' rates were used to adjust the total hours "All activity".
- For the 1997 report, all module outcome hours except 01 are adjusted by a 'non-01 Invalid Module Enrolment' rate. This rate is calculated on the basis of confirmed and possible invalid module enrolments (see data adjustments notes in this appendix for chapter 8 on unit costs).
- 1996 and 1997 Module Load Completion Rate (MLCR) are comparable using the adjustment of a 'non-01 Invalid Module Enrolment' rate based on confirmed plus possible invalid module enrolments. It is not possible to calculate a rate for 1995 based on this methodology.

Module Load Pass and Completion Rates for Government Funded Only Programs

Table 9.17: Pass Rate for Government Funded Only Programs

By State/Territory, 1997 (Per Cent)

	NSW	VIC	QLD	SA	WA	TAS	NT	ACT	AUS
Pass Rate	77.3	81.5	92.2	92.1	92.3	81.4	75.3	80.9	82.8

Table 9.18: Completion Rate for Government Funded Only Programs

By State/Territory, 1997 (Per Cent)

	NSW	VIC	QLD	SA	WA	TAS	NT	ACT	AUS
Completion Rate	80.1	80.0	84.2	90.6	88.7	86.9	77.9	84.5	82.1

Table 9.15: Module Outcomes (AHC)

By State/Territory, 1996

	NSW	VIC	QLD	SA	WA	TAS	NT	ACT	AUS
01 Student assessed - passed	58,854,593	42,061,390	21,922,662	10,927,181	13,862,381	3,216,474	1,728,509	3,052,816	155,626,006
02 Student assessed - failed	4,647,094	7,418,775	466,709	679,726	519,229	94,006	334,753	273,837	14,434,129
03 Student assessed - result withheld	351,048	402,508	4,655,777	249,698	29,698	921	12,447	11,327	5,713,424
04 No assessment - satisfactory Completion of class hours	5,959,349	5,453,533	8,073,606	1,635,762	1,357,226	157,417	90	175,071	22,812,054
05 No assessment - studies not yet Completed	2,739,348	8,065,989	46,028	1,354,120	3,627,414	554,552	666,120	177,458	17,231,029
06 Status (or credit) granted - through Recognition of Prior Learning	2,340,308	1,336,504	969,481	532,672	173,627	208,452	31,652	501,729	6,094,425
09 Status (or credit) granted - through Credit Transfer arrangements	5,515,702	1,165,512	1,579,079	188,344	601,667	434,017	236,602	252,906	9,973,829
10 Withdrew - without failure	3,308,628	6,416,753	53,642	315,269	1,724,276	182,350	336,453	286,867	12,624,238
11 Withdrew - failed	11,056,878	3,090,227	2,362,101	306,248	976,427	622,411	16,731	745,807	19,176,830
12 Withdrew - transferred	9,528	276,934	0	0	0	30	3,970	15,387	305,849
90 Not stated	3,091,510	5,554,178	3,100,512	79,268	2,651,843	41	216,956	9,930	14,704,238
Unknown	1,963,334	0	0	117,862	0	308,700	180	139,638	2,529,714
All outcomes	99,837,320	81,242,303	43,252,124	16,386,150	25,523,788	5,779,371	3,584,463	5,642,773	281,248,292
Non-01 Invalid Module Enrolments adjustment factor	25.10	35.70	29.10	32.40	36.20	36.30	31.10	45.10	31.37
Invalid Module Enrolments adjustment factor	7.39	13.62	11.20	10.16	14.10	12.00	15.32	13.87	10.76
Adjusted total	92,459,342	70,181,163	38,407,886	14,721,153	21,924,934	5,085,846	3,035,323	4,860,064	250,985,486

Source: NCVER 1996 national VET collection, streams 2100-4500 and module only enrolments, where module hours between 10 and 400

Revision of 1995 Figures

The 1995 figures reported in the 1995 Performance Report have been revised to include:

- final audit figures, as only preliminary data was available at the time of publishing
- adjustment to Queensland for both recognition of prior learning (06) and credit transfer (09), which was reported under 'student assessed-passed' (01) for 1995,
- changes to formula III with module outcome 05 and blanks now also excluded from the denominator, and
- module only activity included (that is modules without corresponding course enrolments).

Revision of 1996 Figures

The 1996 figures reported in the 1996 Performance Report have been revised to include:

- use of final audit figures for 1996, as only preliminary data were available at the time of publishing,
- change to adjustments made for invalid module enrolments for formula III (see above), and
- the addition of 'possible' invalid module enrolments for data adjustments.

Module Load Pass and Completion Rates for 1997 and 1996 Using the Same Data Collection Base as for 1995

Direct comparisons of 1995 and 1996 and 1997 data are not possible for a number of reasons. There has been a change in the scope of the data collected with the introduction of private provider and publicly-funded activity along with increased reporting from community based providers. Module load pass and completion rate figures for 1997 calculated on the same reporting basis as for 1995 follow.

Table 9.19: Vocational Education and Training Pass Rates

By State/Territory, 1997 (Per Cent), same collection base as 1995

	NSW	VIC	QLD	SA	WA	TAS	NT	ACT	AUS
Pass Rate	77.7	81.0	92.2	91.7	91.6	78.6	74.1	74.4	82.6

Table 9.20: Vocational Education and Training Completion Rates

By State/Territory, 1997 (Per Cent), same collection base as 1995

	NSW	VIC	QLD	SA	WA	TAS	NT	ACT	AUS
Completion Rate	80.6	80.1	83.4	90.5	88.6	85.4	77.6	80.3	82.2

Figure 9.21: Recoding of Qualifications used in Figure 4.4

1 Diplomas	10 Diploma 20 Associate Diploma 86 AQF - Diploma 87 AQF - Advanced Diploma
2 AQF Certificate IV & Equivalent	31 Advanced Certificate 32 Advanced Certificate - Other 85 AQF - Certificate IV
3 AQF Certificate III & Equivalent	41 Certificate - Trade 84 AQF - Certificate III
4 AQF Certificates I & II	82 AQF - Certificate I 83 AQF - Certificate II
5 Senior Secondary	81 AQF - Senior Secondary
6 Other Certificates, Endorsements and Other	42 Certificate - Not Elsewhere Classified 70 Certificate of Competency 80 Certificate of Proficiency 50 Endorsements to Certificates 90 Other
7 Statements of Attainment	60 Statement of Attainment
8 Non Award Courses	99 Non Applicable (ie. Not an award course)

5 WHAT EMPLOYERS THINK ABOUT VET

Data Source

Data for this chapter was sourced from the 1997 National Employer Satisfaction Survey which surveyed more than 2,600 employers nationally on their attitudes towards and satisfaction with the VET system. The survey covered not only employers' views on VET providers in receipt of public funds, but encompassed all providers of VET training. In-scope employers were defined as those who had at least one employee who had graduated from a VET course of at least 200 hours duration within the last two years. Those surveyed tended to be human resource managers (or equivalent) in larger organisations and general managers (or equivalent) in smaller establishments. Of the 76,860 employers contacted for the 1997 National Employer Satisfaction Survey, 16,602 (22%) were in-scope. In-scope employers included those who had employed graduates from VET system-wide courses, not just TAFE courses, although 80% of respondents indicated that they had employed at least one recent TAFE graduate. The response rate for in-scope employers was 16%.

6 WHAT STUDENTS GET OUT OF VET

Data Source

Data for this chapter was principally sourced from the 1997 TAFE Graduate Destination Survey (GDS) which, in May 1997, surveyed 110,409 TAFE students who had completed a certificate, advanced certificate, associate diploma, diploma or advanced diploma of at least 200 hours or one semester in duration at some time during 1996. Some 60,746 such students responded resulting in a national response rate of 55%. The survey is unweighted for non-responses and care should be exercised when drawing inferences with respect to the entire graduate population.

Additional Notes

The occupational outcomes of TAFE graduate respondents provide only a partial representation of the occupational outcomes achieved by all participants in vocational education and training who completed a program during 1996. The occupational outcomes of TAFE graduates who did not respond to the Graduate Destination Survey, together with the outcomes of those who completed a program with a private training provider are unknown and thereby not included in this section.

7 WHAT VET PROVIDES FOR PARTICULAR CLIENT GROUPS

Data Source

The principal data source was the NCVER's national collection along with ABS population data and client group data available from the 1997 TAFE Graduate Destination Survey.

Table 9.22 reports the percentage change between 1996 and 1997 in the proportion of students whose 'client group was not reported'.

Table 9.22: Percentage Change in 'Students with Client Group Not Reported'

By Equity Client Group and State/Territory, All ages, 1996 to 1997 (Per Cent)

	NSW	VIC	QLD	SA	WA	TAS	NT	ACT	AUS
Aboriginal and Torres Strait Islanders	0.8	-1.7	-13.0	12.9	-9.1	0.7	-16.6	-3.4	-1.6
NESB (Language Spoken at Home)	1.8	-1.7	-15.3	12.4	11.7	-0.2	-19.5	-0.1	-0.1
NESB (Country of Birth)	1.7	-1.2	-5.7	12.6	11.6	0.2	1.1	-0.5	1.7
People With a Disability	-3.3	-10.2	-4.4	15.7	*	-2.4	-21.4	-3.5	-8.8

*The change between 1996 and 1997 for Western Australia is not reported due to a system default to 'Students reported as not having a disability' in 1997.

Definition of Regions

The Geographic Region classification has been developed to provide geographic location information about vocational education and training students. The Department of Primary Industries and Energy (DPIE) and the Department of Employment, Education, Training and Youth Affairs (DEETYA), have developed geographic classifications based on Statistical Local Areas (SLAs). The four classifications listed below are derived by mapping the student's residential postcode to a SLA and then grouping the appropriate DPIE or DEET geographic regions. These geographic regions were produced at NCVER.

Capital City

Consists of:

- ABS State and Territory Capital City Statistical Divisions (Sydney, Melbourne, Brisbane, Adelaide, Perth, Hobart, Darwin and Canberra).
- DPIE rural, remote and metropolitan zones classification: Capital City
- DEET rural/remote classification: Capital.

Other Metropolitan

- Includes Statistical Divisions associated with urban centres of population greater than 100,000 (Geelong, Newcastle, Wollongong, Gold Coast and Tweed, Townsville-Thuringowa and Queanbeyan).
- DPIE rural, remote and metropolitan zones classification: Other Metropolitan
- DEET rural/remote classification: Urban.

Rural

- Consists of SLAs associated with Urban centres of population 5,000 or more and not classified as Remote (Albury-Wodonga, Dubbo, Lismore, Orange, Port Macquarie, Tamworth, Wagga Wagga, Ballarat, Bendigo, Shepparton-Mooroopna, Bundaberg, Cairns, Mackay, Maroochydore-Mooloolaba, Rockhampton, Toowoomba, Whyalla, Bunbury, Launceston, Bathurst, Wangaratta, Morwell, Gladstone, Mount Gambier, Mandurah, Devonport, Blayney, Bairnsdale, Banana, Berri, Busselton, Scottsdale and Litchfield).
- DPIE rural, remote and metropolitan zones classification: Large Rural Centre, Small Rural Centre, Other Rural Area
- DEET rural/remote classification: Provincial, Rural, Agricultural.

Remote

- Contains urban centres with an Index of Remoteness greater than 10.5 (Blackwater, Bowen, Emerald, Mareeba, Moranbah, Mount Isa, Roma, Broome, Carnarvon, East Pilbara, Esperance, Kalgoorlie/Boulder, Karratha, Port Hedland, Alice Springs, Katherine, Brewarrina, Walgett, Orbost, Boulia, Coober Pedy, Exmouth, Strahan and Jabiru). The Index of Remoteness defines the boundary between rural and remote areas of Australia and is based on the distance and population density characteristics of the area of interest.
- DPIE rural, remote and metropolitan zones classification: Large Remote Centre, Other Remote Centre
- DEET rural/remote classification: Remote, Isolated.

8 PUBLIC INVESTMENT IN TRAINING AUSTRALIANS

Data Source

Unit cost estimates are based on maintenance-of-effort financial and activity data supplied by ANTA. Both sets of figures are audited.

Data Adjustments

When students undertake vocational education and training programs they formally enrol in a set of modules (subjects) which make up the program. This process involves completing an enrolment form, gaining approval from the provider, and paying the required fees. This enrolment process usually happens sometime before classes actually start. For example, in TAFE institutes most students enrol at the beginning of each year or each semester, and they pay their fees at the same time.

However, when classes commence, some students do not start all of the modules for which they are enrolled. In a small proportion of cases they may decide not to study at all. However, more commonly, students who have enrolled in, say, four modules will opt to take only two or three. The student record systems which VET providers use are sometimes unable to exclude such enrolments when the information required for the national collection of VET data is reported to NCVER. As a result, the data for each calendar year contain a small number of subject enrolments where the student has not attended any classes or submitted any work, or where the enrolment has been created in error.

The NCVER conducts activity audits on an annual basis as part of the maintenance-of-effort requirements of the ANTA Agreement and addresses the robustness of the data with respect to invalid module enrolments (IME). The rate of invalid module enrolments is outlined in Table 9.23 below. This table also outlines the 'non-01 invalid enrolment' rate, which is used only in the calculation of module load completion rates. In 1997, module enrolments associated with an '01' module outcome were assumed to be valid, hence a 'non 01' invalid enrolment rate can also be calculated, and is used in the calculation of module load completion rates.

Table 9.23: Adjustment Factors for Invalid Module Enrolments

By State/Territory, 1996 and 1997 (Per cent)

	NSW	VIC	QLD	SA	WA	TAS	NT	ACT	AUS
Final 1996	7.39	13.62	11.20	10.16	14.13	12.00	15.32	13.87	10.76
Final Non-01 1996	25.10	35.70	29.10	32.40	36.20	36.30	31.10	45.10	31.37
Final 1997	7.15	8.89	8.29	3.58	10.44	15.36	21.15	10.34	8.23
Final Non-01 1997	26.32	26.70	22.83	18.50	29.50	49.33	49.50	39.00	26.59

Source: ANTA

Financial Data

To promote the comparability of financial data among the States and Territories, the following adjustments have been made.

- In Victoria, inclusion of the contribution made by the Department of Education to the head office costs of the Office of Training and Further Education
- In States/Territories which have the capacity to identify specific amounts, removal of one-off payments (redundancy and other).

Activity Data

To promote comparability of activity data, the following adjustments have been made.

- Total activity has been adjusted for invalid module enrolments (formerly known as 'module enrolments - no attendance') based on information supplied by the NCVER maintenance-of-effort activity measures auditors.
- The adjustment for invalid module enrolments includes, where applicable, an adjustment for enrolments (such as 'missing marks') which have not been reported by training organisations even though there has been some attendance or submission of work by the client.
- For module enrolments reported with an outcome of RPL (recognition of prior learning) hours have been counted using the formula of five hours plus 10 per cent of module curriculum hours to a maximum of 10 hours (for modules of less than five curriculum hours, the full curriculum hours are used).

Additional Notes

The following national cost relativities, developed in 1996, were used to determine the course-mix weightings for each State and Territory. Updated information was not able to be provided by all States and Territories. For 1997, some jurisdictions suggested their relativities would, in all likelihood, not have changed significantly from those provided in the previous year.

Next year however, course mix weightings will be updated to take account of shifts in training area profiles that are due to the introduction of new ASCO codes recently released by the ABS. The revised weightings will be applied to 1997 final audited data onwards that is based on the new ASCO codes. Currently available 1997 data is based on the old ASCO codes to which the current relativities apply.

Table 9.24: Index of National VET Cost Relativities

By Training Area

	Weight
Category A	
Arts, Entertainment, Sports & Rec	1.03
Automotive	1.33
Building and Construction	1.16
Community Services, Health & Ed	0.91
Finance, Banking & Insurance	0.68
Food Processing	1.14
TCF and Furnishings	1.18
Communications	1.16
Engineering and Mining	1.28
Primary Industry	1.12
Process Manufacturing	1.16
Sales and Personal Service	0.94
Tourism and Hospitality	1.10
Transport and Storage	1.20
Utilities	1.29
Category B	
Business and Clerical	0.79
Computing	0.84
Science, Technical and Other	1.06
Category C	
General Education and Training	0.85
TOTAL	**1.00**

Source: Derived by ANTA from information provided by the Unit Cost Working Party

Comparison of Unit Costs from 1995 to 1997 (in 1997 prices)

Detailed calculations of unit costs over the period 1995 to 1997 are provided below. The information for 1997 unit costs is sourced from interim audit information. Final audited information in relation to unit costs in both 1995 and 1996 has also been reported. All years are adjusted for course-mix weightings and reported in 1997 prices.

Table 9.25: Unit Costs Calculations

By State/Territory, 1995 to 1997, (1997 prices)

1995	NSW	VIC	QLD	SA	WA	TAS	NT	ACT	AUST
Recurrent Expenditure ($m)	895.93	509.63	333.11	184.80	228.50	57.16	45.99	55.79	2,310.93
Recurrent Expenditure in 1997 Prices ($m)	938.94	534.09	349.11	193.68	239.47	59.91	48.20	58.47	2,421.87
AHC ('000)	86,797	62,291	33,635	14,305	19,803	3,671	2,656	3,716	226,874
Invalid enrolment (%)	1.00	8.60	6.68	1.20	6.90	0.69	8.19	3.80	4.58
$ per Adjusted AHC	10.93	9.38	11.12	13.70	12.99	16.43	19.77	16.36	11.19
Course-mix weighting	0.98	1.02	0.99	1.02	1.00	1.04	0.99	1.02	1.00
$/Adjusted AHC (course-mix weighted)	11.1	9.2	11.2	13.4	13.0	15.8	19.9	16.0	11.2
1996	NSW	VIC	QLD	SA	WA	TAS	NT	ACT	AUST
Recurrent Expenditure ($m)	932.09	541.99	367.37	190.71	224.45	57.12	47.42	57.18	2,418.34
Recurrent Expenditure in 1997 Prices ($m)	949.24	551.96	374.12	194.22	228.58	58.17	48.29	58.23	2,462.82
AHC ('000)	86,932	65,072	35,785	14,688	21,463	4,140	2,414	3,999	234,494
Invalid enrolment (%)	7.39	13.62	11.20	10.16	14.13	12.00	15.32	13.87	10.76
$/Adjusted AHC	11.79	9.82	11.77	14.72	12.40	15.97	23.62	16.91	11.77
Course-mix weighting	0.98	1.01	1.00	1.02	0.99	1.04	1.01	1.00	1.00
$/Adjusted AHC (course-mix weighted)	12.0	9.7	11.7	14.5	12.5	15.4	23.5	16.8	11.8
1997	NSW	VIC	QLD	SA	WA	TAS	NT	ACT	AUST
Recurrent Expenditure ($m)	977.33	562.62	419.97	199.44	249.61	58.40	51.71	59.10	2,578.17
AHC ('000)	89,735	68,643	38,703	15,963	21,831	4,577	2,537	4,383	246,372
Invalid enrolment (%)	7.15	8.89	8.29	3.58	10.44	15.36	21.15	10.34	8.23
$/Adjusted AHC	11.73	9.00	11.83	12.96	12.77	15.08	25.85	15.04	11.40
Course-mix weighting	0.97	1.01	1.01	1.01	1.03	1.03	0.98	0.97	1.00
$/Adjusted AHC (course-mix weighted)	12.0	8.9	11.7	12.8	12.4	14.6	26.5	15.6	11.4

Note: The ACT has asked that the following be noted:

- The ACT reports Scheduled Hours and not Curriculum Hours in its Profile and Maintenance of Effort reports to ANTA. Scheduled Hours are lower than Curriculum Hours. Replacing Scheduled Hours with Curriculum Hours will reduce the reported ACT Unit Costs.
- While the agreed methodology is to adjust hours according to the Invalid Module Enrolment Rate, the ACT believes that the Invalid Module Hours Rate should be used to adjust Annual Curriculum Hours. This was assessed in the 1997 ACT Audit Report at 8.43%. The lower Invalid Hours Rate of 8.43% compared to the Invalid Module Enrolment Rate of 10.34% is due to the systematic tendency for invalid module enrolments to occur in modules of short duration. Adjusting the reported hours for the ACT by 8.34% will reduce the reported ACT Unit Costs.
- The adjusted ACT Unit Cost addressing both of these factors is $14.63, compared with the reported figure of $15.60, a reduction of 6%. This does not include any adjustments due to the Commonwealth Grants Commission Disability Factor.

What are the unit costs of Successful Module Completions?

Table 9.26: Data Used to Calculate Government Recurrent Expenditure Per Hour of Successful Module Completion in Government-Funded Programs

By State/Territory

	NSW	VIC	QLD	SA	WA	TAS	NT	ACT	AUS
Student assessed - passed (01)	55,796,178	40,738,689	22,639,295	7,636,574	13,622,665	2,946,150	1,396,397	2,895,372	150,671,320
Student not assessed - satisfactory completion of class hours (04)	4,951,830	3,820,546	3,847,627	665,570	772,891	15,121	1,425	205,554	14,280,564
Total (01 Funding source)	96,432,711	72,695,261	39,328,940	16,687,788	22,741,423	5,383,499	2,756,925	4,757,432	260,783,979
True Total	89,734,546	68,642,945	38,702,514	15,963,422	21,831,497	4,576,650	2,537,139	4,382,939	246,371,652
Adjusted module load Completion (01+04) (to true total)	56,528,484	42,075,330	26,065,042	10,811,552	13,819,563	2,517,452	1,286,386	2,856,829	155,960,638
Course mix weighting	0.97	1.01	1.01	1.01	1.03	1.03	0.98	0.97	1.00
Adjusted module load completion (to true total plus course mix)	55,076,900	42,546,668	26,345,873	10,909,421	14,183,250	2,603,179	1,255,242	2,760,952	155,676,485
Recurrent expenditure ($m)	977.33	562.62	419.97	199.44	249.61	58.40	51.71	59.10	2,578.17
$ per Govt funded MLC in 1997 prices (course mix adjusted)	17.74	13.22	15.94	18.29	17.60	22.44	41.20	21.40	16.56

Table 9.27: Data Used to Calculate Government Recurrent Expenditure Per Hour of Successful Module Completion in All Programs

By State/Territory

	NSW	VIC	QLD	SA	WA	TAS	NT	ACT	AUS
Student assessed - passed (01)	61,475,784	49,291,383	27,360,350	11,885,677	15,182,696	4,194,036	1,754,685	3,426,364	174,570,975
Student not assessed - satisfactory completion of class hours (04)	5,848,658	6,210,975	5,847,598	1,758,816	2,011,599	60,731	21,843	255,305	22,015,525
Total Module Load Completion	105,231,272	90,570,555	48,743,324	19,790,648	27,497,286	7,058,633	3,482,042	5,944,824	308,318,584
Course mix weighting	0.97	1.01	1.01	1.01	1.03	1.03	0.98	0.97	1.00
Adjusted Module load Completion (course mix)	65,595,631	56,124,109	33,565,738	13,761,696	17,646,794	4,399,654	1,733,517	3,558,108	196,385,248
Recurrent expenditure ($m)	977.35	562.62	419.97	199.44	249.61	58.40	51.71	59.10	2,578.17
$ per all MLC in 1997 prices (course mix adjusted)	14.90	10.02	12.51	14.49	14.14	13.27	29.83	16.61	13.13

WHAT DOES THE COMMONWEALTH GRANTS COMMISSION SAY ABOUT INTERSTATE DIFFERENCES IN VET?

Commonwealth Grants Commission's Service Delivery Costs: An Outline

The Commonwealth Grants Commission has the responsibility to advise the Commonwealth Government on cost differentials across the States/Territories. The Commission has a mandate to analyse why some States/Territories spend less, and others more, than the Commission's assessment of what they need to spend to provide a standard level of service at an average level of efficiency.

The Commission analyses the relative expenditure on a broad range of government goods and services and uses a range of "disability" factors to weight State/Territory grants. These are of two types: those factors which are program cost related and those that are demand related.

The Commonwealth Grants Commission cost factors are:

- Administrative scale
- dispersion
- service delivery scale
- input costs
- socio-economic composition

The Commonwealth Grants Commission demand factors are:

- relevant population
- age/sex composition
- urbanisation
- cross border
- economic environment

These weightings differ to those used in the VET sector. The VET weightings used in this report are course-mix weightings.

The VET cost factor weightings have been used by ANTA in analysing inter-jurisdictional differences in costs.

Table 9.28 shows the 1996 weightings for TAFE cost factors. Notwithstanding the comprehensive analysis undertaken by the Commission, the weightings indicate that, excluding the Northern Territory, there is only a modest variation among jurisdictions.

Table 9.28: 1997 TAFE Cost Factors Using the Methodology Developed for the 1993 Review

By State/Territory

NSW	VIC	QLD	SA	WA	TAS	NT	ACT	AUS
0.996	0.970	0.996	1.010	1.031	1.058	1.473	1.017	1.000

WHAT DID THE SECTOR PLAN TO DELIVER IN 1997?

Table 9.29: Distribution of Planned Activity (AHC) in 1997

By Occupational Level, By State/Territory, (Per Cent)

	NSW	VIC	QLD	SA	WA	TAS	NT	ACT	AUS
Module Only Activity	0.0	0.0	0.0	16.7	0.0	1.5	0.0	0.0	1.1
General / Unspecified	23.7	17.6	18.2	7.9	10.9	4.9	14.4	12.1	18.4
Operative / Clerical	26.9	21.7	38.0	20.7	23.9	29.2	54.4	32.7	27.0
Trades / Skilled	19.0	17.5	17.3	23.9	27.3	29.5	12.9	22.9	19.6
Prof / Para-professional	30.4	43.1	26.5	30.7	37.9	34.8	18.3	32.3	33.9
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Table 9.30: Distribution of Planned Activity (AHC) in 1997

By Training Area, By State/Territory, (Per Cent)

	NSW	VIC	QLD	SA	WA	TAS	NT	ACT	AUS
Category A									
Arts, Entertainment, Sports & Rec	4.3	5.7	3.8	5.8	10.1	4.8	6.5	5.6	5.3
Automotive	2.9	3.9	2.8	6.2	3.5	3.5	3.4	3.0	3.4
Building and Construction	6.9	6.1	7.6	4.2	6.7	5.7	4.5	9.3	6.6
Community Services, Health & Ed	7.8	10.2	11.3	8.5	11.9	11.1	13.3	8.7	9.6
Finance, Banking & Insurance	1.7	1.1	0.6	1.1	1.0	0.8	0.2	0.3	1.2
Food Processing	1.0	1.9	1.2	2.6	0.6	2.5	0.2	0.9	1.4
TCF and Furnishings	1.5	2.0	2.2	3.2	2.7	3.5	1.7	2.3	2.0
Communications	0.8	0.7	0.6	1.6	0.9	0.5	0.0	2.0	0.8
Engineering and Mining	5.2	6.9	6.2	5.1	9.6	11.3	6.3	2.4	6.3
Primary Industry	4.5	4.9	5.8	6.8	5.1	6.0	10.5	4.0	5.1
Process Manufacturing	0.3	0.3	0.1	0.3	0.0	0.1	0.0	0.0	0.2
Sales and Personal Service	2.3	3.0	4.9	3.8	2.1	4.8	2.3	2.4	3.0
Tourism and Hospitality	6.6	7.9	9.5	6.7	7.3	8.9	10.7	11.2	7.7
Transport and Storage	0.4	0.9	1.0	0.9	0.8	0.0	0.2	0.4	0.7
Utilities	4.1	5.8	3.2	4.7	5.7	5.0	5.0	6.1	4.7
Category B									
Business and Clerical	21.0	15.5	14.7	17.8	13.5	15.5	12.7	15.6	17.3
Computing	5.5	5.6	4.5	6.0	5.1	5.7	4.8	7.6	5.4
Science, Technical and Other	3.6	3.7	8.6	1.6	2.5	4.3	0.0	4.6	4.2
Category C									
General Education and Training	19.6	13.8	11.3	13.2	10.9	5.9	14.4	9.2	15.0
Unallocated	0.0	0.0	0.0	0.0	0.0	0.0	3.5	4.5	0.1
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

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